

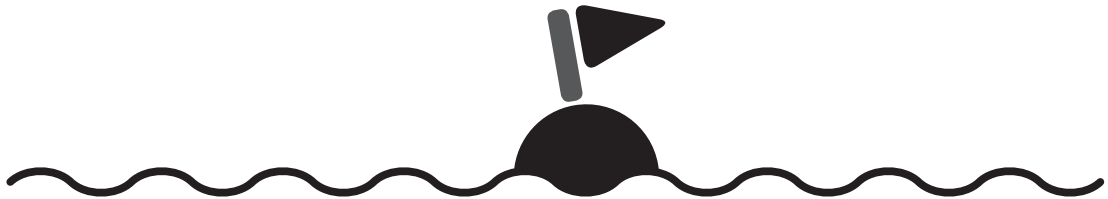
A Guide to

PROFESSIONAL DOCTORATES

— *in* —

BUSINESS & MANAGEMENT

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THE DBA AND THE MOVE TO PROFESSIONAL DOCTORATES IN BUSINESS AND MANAGEMENT

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There has been a considerable debate about what exactly constitutes a professional doctorate. These debates have tended to focus either on tracing the historical development of the professional doctorate – for example, how they have grown in numbers and have crossed disciplinary boundaries (see Bourner and Lang, 2001) – or on issues of substance, for example, how they differ from the PhD, which in many institutions is still seen as the gold standard (Maxwell, 2003). This opening chapter takes a somewhat different approach. Following a brief overview of the genesis of the degree, we concentrate on important dimensions which we see as interconnected. Taken together, they offer an important contribution as to how professional doctorates might be defined of research conducted in the field of professional management: the learning outcomes of those individuals who study for a professional doctorate (in other words, why people should study and what they will gain from the process); and the nature of the original knowledge that it seeks to create. Taking this focus avoids a debate as to how the professional doctorate degree compares with the PhD and addresses issues of quality in its own terms, although we look at those arguments in Chapter 11. Rather than viewing the two degrees as competing with each other, we see them as being at either end of a continuum of practice that builds on the extent to which relevance, engagement and development are built into the degree in organisational and personal terms.

So, by focusing on the way the doctorate takes account of practice rather than by attempting to prescribe what in theory it ought to consist of, we believe this book can help both teachers and students consider how to include practice and

engagement into their course at various stages. Philosophically, we also open up a number of new possibilities that might normally be the case in terms of the types of knowledge that is produced (ontology); how information/data might be collected and analysed (epistemology); how research might be designed and conducted so as to maximise engagement; how best findings might be disseminated; how change might be influenced or implemented; and how the participants' professional practice as managers and professionals might be improved. The book offers many examples and varieties of approach, and what these might mean in practice in the conduct of doctoral study.

The Professional Doctorate in Business and Management – a degree whose time has come

It is becoming increasingly clear that many commentators see a crisis emerging within business schools. They are asking whether the current business model on which business schools are founded is even sustainable. These debates have been longstanding and widely discussed in the literature (Starkey and Tiratsoo, 2007; Khurana and Spender, 2012; Thorpe and Rawlinson, 2013). One critical area has been the lack of cross-disciplinary integration in the work of business schools, which has been exacerbated by the way schools are organised. All too often, disciplines operate in solo; yet within business and organisations more generally, problems are highly interconnected and often multi-disciplinary in nature. Although we recognise that knowledge resides within disciplines, we also recognise that management and business (unlike other areas of social sciences) is not a discipline as such. Rather, it is a field of study where problem solving often requires an integrative approach drawing on many disciplines, such as psychology, mathematics, history and so on. In addition, as the commentators point out, business schools are often poor at developing the mix of skills that are needed for achieving success and essential for managers and leaders to develop if they are to deal with business problems.

There is also regular criticism of the research conducted in business schools, mainly because academics fail to consider how findings from research might more easily diffuse into practice. A dynamic in business schools in recent years has been the way that academic ideas and findings have almost exclusively been disseminated through academic journals. Although we accept academic rigour is a necessary first step, we also see as important those particular skills and qualities to take academic ideas and translate them into practice – skills that are often in short supply. Many commentators have suggested that academic publishing has become an end in itself, with the test of rigour being the journal's peer review process as opposed to the usefulness of the ideas being published or how they

might be disseminated into practice. Even when dissemination does take place, it is often done through publications that have a strong academic flavour. These academic priorities often result in failure to help practitioners make use of the findings or to develop practical lessons and consider their wider implications.

The report of the Association of Business Schools (ABS) Task Force on Innovation in Business Schools (Thorpe and Rawlinson, 2013) suggested a number of reasons for this failure; a critical one is that academics lack the skills of the practitioner in key aspects of communication, which makes it difficult for them to develop insight into the problems that concern organisations and their managers. As a consequence, business schools often fail to use their power to disseminate the insights they are uniquely equipped to identify; or to help others commercialise innovative ideas and technologies. Within this context, we see professional doctorates as an opportunity to bridge this gap and get closer to what users want and what they do.

We are conscious that the success of many university business schools has become an obstacle to innovation and change. When universities have to face a range of challenges, business school deans may not welcome the idea of shaking up a faculty that is judged to be thriving, successful and profitable. However, this success could be viewed more positively as the platform on which the business schools can build and further broaden their mission. To achieve significant progress in this regard, including staff development, they will need to mobilise resources, and this will require collective leadership and the ability to seize the opportunity to bring about change. In carrying out this agenda, professional doctorates might also have a role to play.

Further, given the general shortage of qualified academics, the ability to attract new recruits into business schools and train them appropriately to fulfil a variety of different roles has become increasingly important. One way to attract individuals is to recruit them from industry and add to their understanding of contemporary practice by developing them academically. Again, the professional doctorate degree is one way to achieve this, thereby adding to the capacity of the faculty.

The DBA in management and business

The field or discipline with the highest number of professional doctorates is education (EdD), with business administration (DBA) following closely behind. The DBA is typically targeted at practising managers who wish to develop themselves and become better managers by considering an issue in detail and translating what they learn into practice. Reviewers (Bourner et al., 2000) have seen the development of the skills needed to reflect on practice as a recurring feature and



key quality of a professional doctorate. Participants on DBAs usually enrol part time and continue to work. They conduct their research as insiders, their contribution to knowledge being both to the literature on management and business and to professional practice. The degree provides an opportunity for relatively senior managers, professionals and academics to conduct high-quality research while embedding or translating their research into practice within their own or another organisation. In programmes of this type there is an opportunity to get close to companies and to influence managers who can make change happen. This in turn, requires changes to doctoral education.

A cultural historical perspective of doctoral education

Doctoral, and by this we mean PhD, training in management and business studies came about in the United States in the 1950s as a consequence of criticisms levelled at the overall quality of business education there (Locke and Spender, 2011). There were suggestions, underpinned by a number of commissioned reports (most notably reports produced by the Carnegie Council [Pierson, 1959] and the Ford Foundation [Gordon and Howell, 1959]), that the provision should be changed and made more rigorous. The result was a move to develop and train managers differently; and to focus less on techniques and training and more on processes and academic underpinning, as happened in other practice-linked professions such as architecture and law. With the growth in economic activity following the Second World War, and as a consequence of the commissioned reports, those business schools that offered professional education in business began to develop a 'more discipline orientated faculty properly trained in social science theorising' (Locke and Spender, 2011).

With these changes emerged a new curriculum, which included social science research methods, fieldwork and case studies. As Locke and Spender (2011) reported, over the following 30 years this approach became the blueprint for doctoral education in the United States and was widely copied across the world. In fact, so successful was it in some countries that even today those institutions who want to develop their faculty often send their academics to the USA to undertake their doctoral training.

Fast forwarding 30 years to 1988, the Association to Advance Collegiate Schools of Business (AACSB) – then the American Assembly of Collegiate Schools of Business – commissioned another report to evaluate the progress that had been made during the intervening years. This study was conducted by Lyman Porter, a psychologist, and Lawrence McKibbin, a business school dean (1988). They found that, although there had been many changes for the better, within the general context of success were some worrying signs. One was that

although the new structures had raised the levels of scholarship, they had eroded the schools' connectedness with business. Interestingly, the ABS Task Force report (Thorpe and Rawlinson, 2013) also highlighted the fact that many British business schools derived a significant amount of their income from overseas postgraduate research students and that this, together with the pressure to publish, diverted their attention from the purpose of engaging fully with businesses. One of the report's recommendations was that, for change to take place, new skills would have to be developed within the business schools. In the long term, this could happen only if the importance of engaging with practice was inculcated into students at the PhD stage, as well as at the beginning of their career.

The report went on to recommend specifically that doctoral students should incorporate more practical elements within their education. These might include compulsory placements; changes to the research training part of the degree course; and far greater exposure to how knowledge translates into practice and is disseminated. Willmott (1994) first pointed out the difficulties and suggested that to make change, it was important at the outset to counter what he saw as a growing orthodoxy, valuing only positivist–technicist approaches to management development and learning. The example he used introduced a critical dimension into the management curriculum.

Although the recommendations made in these reports might not appear radical, they would make a difference to the current experience or expectation of many doctoral students and could have significant long-term benefits. The ABS report (Thorpe and Rawlinson, 2013) concluded that business schools needed to manage the development of their faculty far more actively in future if they were to achieve a greater degree of business engagement. One of the problems that business and management faces, however, is that many of the faculty staff have been trained in disciplines other than management and business and, as a consequence, may have no business-specific training or any incentive to develop their scholarship in the interdisciplinary field that defines a typical business school.

Institutional issues and priorities

Some incentives to progress within business schools include research rankings and league tables. An over-emphasis on these reinforces in staff the idea that publication may be more important than other activities, such as engagement and the application of knowledge. When it comes to the recruitment of staff, deans consider the capability to produce high-quality research papers as one of the most important qualities that a candidate should possess. Even individuals



who can engage in a wider set of activities and agendas are considered of less value than those who can produce so-called high-quality papers – i.e. those published in top-ranking journals.

In 2013, the AACSB commissioned a Task Force report, *The Promise of Business Doctoral Education*. As the title suggests, it focused on explaining the types of doctoral provision that were taking place across the world, and urged the community to learn lessons from some of the practices that were being adopted. Instead of emphasising supply-side issues, the Task Force focused on the needs of students. By so doing, it was able to present the potential benefits of a greater variety of provision, based not solely on the PhD but also on other forms of scholarship – particularly those where involvement and engagement and professional development were core. Similarly, as discussed above, the ABS in the UK saw the development of doctoral provision as a key component in bringing about change and supporting staff early on in their careers to develop the skills needed to engage with practice. One way forward (but not the only way) is through the professional doctorate degree.

The growth of professionally focused doctorates

The introduction of professional doctorates – that is, doctorates orientated towards practice – has been seen by many higher education institutions as a way of broadening doctoral education to incorporate different perspectives on knowledge production and the development of students – specifically in relation to practice and professional development. These professional doctorate programmes have developed not only in the UK but across the world (Bourner and Lang, 2001; Brown and Cooke, 2010). They arrived in the UK in the 1990s from the USA, 60 years after the introduction of the Doctor of Philosophy degree (Bourner and Lang, 2001).

The original professional doctorates in the UK were in education (EdD) and engineering (EngD), with an EdD commencing at Bristol and EngD at Warwick, the University of Wales and the University of Manchester Institute of Science and Technology (UMIST). From these beginnings, professional doctorates have spread extremely rapidly and are widely seen as a way of meeting the needs of a range of professional groups. There are now professional doctorates covering almost every practice-related discipline including management and business, where the degree is usually referred to as a Doctor of Business Administration (DBA).

However, the growth of the degree has been far from straightforward. Of particular concern are issues relating to standards and quality, which are often brought out in comparisons between the DBA and the PhD (see also Chapter 11). In the late 1990s, the British Academy of Management (BAM) began to hold workshops to discuss precisely what a professional doctorate was in relation to the gold

standard PhD. What emerged was a huge variety of views, with some DBA providers offering programmes that were almost entirely taught, and others where the thesis component remained the defining characteristic of the award. A common theme identified was that the DBA degree allowed researchers to use designs that were seldom possible through the normal PhD route (such as action research and longitudinal research). Absent from the debate were issues relating to the needs of particular targeted groups of students and how these needs would be met. Many providers also invoked Schön's (1987) notions of developing the 'reflective practitioner', although few explained clearly how this was to be achieved differently from traditional approaches. Providers generally considered there to be a synergy between developing students' ability to be critically reflective and developing the skills they would need as managers when working in an organisation.

In many ways, it is logical to assume that researchers who conduct their research while working as 'insiders' in their organisation would elect to take advantage of the DBA's opportunities for part-time embedded research, particularly if their projects relate to changes that would be helpful to their organisations and would help to develop their careers at the same time. Others, however, have commented that these approaches could equally well be conducted under PhD regulations if the students so wished. In essence, they argued that the methodology adopted and the methods used are not in themselves sufficiently different to warrant a new kind of award. Consequently, the providers of professional doctorates and those who had produced early guidelines for professional doctorates have struggled to articulate clearly and unambiguously what a professional doctorate should consist of and what makes it different from the PhD. One of our purposes in this book is to explain the difference more clearly between professional doctorate research in business and management and the traditional PhD.

Phases in the development of the professional doctorate

Many of the issues related to phases of the development of the professional doctorate and in particular the importance placed on the development of professional practice were developed by collaboration between Thorpe, Lunt and Orne, who served together on the ESRC sub-panel advising on the training recognition requirements for professional doctorates. These were presented in a paper at a BAM/ABS conference in Bradford School of Management (Thorpe et al., 2008).

In terms of the major evolutionary pressures in relation to professional doctorates, perhaps the biggest has been the pressure to be more relevant to practitioners. Academics have always recognised the value of having different kinds of theories but do not always value the contributions they make in equal measure. Burgoyne and Coopey (2000) have suggested that whereas practitioners value normative

theory, academics value analytical theory. This, it is argued, makes it difficult to design professional doctoral programmes without some change in values within academic institutions. As a consequence, it is only natural that change has been gradual and has required a shift in attitudes and beliefs and some degree of unlearning (Schein, 1995). Maxwell and Shanahan (1997, 2001) have talked about how different generations of professional doctorates have mirrored changing attitudes. The first generation was for a long time seen within universities as a PhD that included some taught modules and a thesis on a business-related problem. The taught modules were seen to be important for part-time managers so as to ensure the student would understand contemporary issues in relation to knowledge in their discipline. This emphasis on doing something 'like a PhD' was viewed as important for the reasons that Scott et al. (2002: 23) noted: 'universities had a view of what constituted knowledge that was at times so powerful that it subsumed all other views of knowledge.' Maxwell and Shanahan (2001) saw this model of professional doctorate as being rooted in Mode 1 knowledge production. In many ways, this approach satisfied the 'validation' processes within most university systems of the time, as they understood the degree as a PhD and knew how to assess it. The second generation of professional doctorates, on the other hand, began to move closer to knowledge production in the style of Mode 2. Following the ESRC Commission on Management Research, there has been concern about the emphasis placed on Mode 1 knowledge production. Tranfield and Starkey (1998) championed the adoption of Mode 2 as an alternative that might help the profession better engage with practice. Comparisons between Mode 1 and Mode 2 research are covered in depth in Chapter 11.

Table 1.1 Overview of Mode 1 and Mode 2 research

| Dimension | Mode 1 | Mode 2 |
|---------------------|--|--|
| Knowledge context | Almost always the academic community | The academic community but also the application context and that of the practitioner |
| Nature of knowledge | Usually conceived within a single discipline | Mainly problem centred and multi-disciplinary |
| Producers | Where value standards (ontological/epistemological) apply to all | Heterogeneous – value standards may differ. Mixed methods approach possible |
| Nature of control | Hierarchical – guided by the literature | Heterarchical and transient – new possibilities can emerge |
| Quality control | Peer review – by reference to the literature | Social, economic, reflexive – by reference to the needs of the problem |
| Creativity | Individual phenomena – for the objective of giving a PhD | Group phenomenon – within a wider context and for multiple stakeholders |

A key aspect of Mode 2 knowledge production is that it occurs as a result of the interaction that takes place between theory and practice. In many ways, this is the antithesis of Mode 1, where theoretical knowledge usually precedes application and where a distance is usually maintained between those producing knowledge and those applying or translating it. As a consequence, it is argued that there needs to be a rapid interplay between management theory and practice.

Given this contrast, Lester (2004: 9) suggested that many professional doctorate programmes designed after 2004 could be classified as second-generation professional doctorates, where they are 'equally rooted in the context of the academy, the profession and the workplace practice'. The major output is still the production of a thesis, examined by an expert in the field of study to which the thesis relates, but the knowledge is created and used by practitioners; at the same time, research and practice co-exist in a cyclical relationship (Schön, 1987).

What we now see emerging is a third generation of professional doctorates that emphasise professional practice and the development of professional knowledge. This meets a widespread concern in Europe as well as the United States about the employability of those holding doctoral degrees outside academe. This concern within the UK has led to changes in the way transferable skills are developed in doctoral students and the establishment of the joint skills framework, which is now supported by all the UK's research councils. This framework focuses on not only the employability of PhD students but also the professional skills that are required for employment in a knowledge economy. This is where degrees such as the professional doctorate can come into their own.

So, professional doctorates in the third tradition often address how the research contributes to the development of a participant's practice in a professional context and how the professional doctorate produces actionable knowledge. The particular pedagogical stance taken here is to advocate and to explore approaches to research that produce such knowledge. Therefore, in several chapters at the heart of this text, we emphasise these approaches. However, it remains crucial that, in the enactment of what we call action modes of research, the essential issues remain how to equip professional doctorate students to approach their research; the nature of the thesis; the type of research design that is appropriate for the study; and how to encourage students to produce outputs that are meaningful for both academic and practitioner audiences. In this way, professional doctorate students can tackle the double hurdle of rigour and relevance in business and management research.

Certainly these 'third generation' professional doctoral programmes have moved to integrate and combine a nucleus of dimensions, which include:

- the development of a candidate's academic or theoretical knowledge
- the exploration of their professional practice, and
- the development of their research skills.

(Manathungra et al., 2004)



Differences recognised in attempts to address training

The enormous expansion of the number and type of professional doctorates within the social sciences has led bodies such as research councils to address the expectations and appropriateness of research training within professional doctoral degrees. In 2005, the ESRC, the research council in the UK most relevant here, considered that while viewing the professional doctorate as an exciting innovation within the field of doctoral study, it needed to intervene to ensure that the degree was recognised as having parity of status with the PhD (ESRC, 2005). While seeking to encourage innovation and support the diversity of forms that were emerging, the ESRC attempted to set out some 'ground rules' for how the degree might be considered. First, as with all doctoral study, a candidate should undertake an original piece of research and therefore needed an appropriate grasp of research methods. To attain this, professional doctorate students should undertake a certain level of research training, which would lead to a minimum level of research competence. This training they agreed to review and for the first time accredit.

As the secondary aim of professional doctorates is to develop an individual's professional practice, the ESRC argued that they should offer participants support to produce a contribution to (professional) knowledge. It was therefore important for programme planners to consider carefully how they would infuse professional knowledge within and throughout the programmes offered. In relation to the personal and professional development of students, the programmes also needed to address how the research conducted would contribute to the development of the participant's practice in a professional context, and how this contribution might be assessed within the award of the degree. For example, the council asked whether outside bodies could be connected in some way to the assessment process or whether the degree could summarise the topics that had been covered as a way of indicating which new competencies had been developed as a consequence of the study undertaken. Also highlighted for discussion was how far assessment was embedded into the structure of the programme, and whether and how assessments were integrated with the final thesis.

The contribution of the AACSB to the debate

One of the most useful contributions to the debate in respect to innovations in doctoral education has been a recent one and comes from the AACSB Task Force report (2013) *The Promise of Business Doctoral Education*. This report took a

fairly broad perspective and attempted to avoid the problems encountered by earlier reviews, which perhaps had defined too prescriptively what the different kinds of doctoral degrees needed to contain. Instead, the Task Force focused on the demand side of the equation, defining the different markets and target audiences for doctoral education, as opposed to what must be provided. The Task Force took for granted that quality would not be compromised.

Taking this broader view of doctoral education, the AACSB made a number of observations. First they observed that, unlike doctorates in other fields, those in business schools appeared to involve little collaboration with other schools or more widely with industry or commerce. In fact, the report stated that less than 3% of the schools they surveyed collaborated in their doctoral provision. A second observation indicated that unlike in other areas of provision, little use was made of technology in programme delivery. In almost all cases surveyed, the methods of delivery used were extremely traditional. Third, although the evolving models of pedagogy at undergraduate and post-graduate level usually involved some form of industry engagement (for example, practitioners coming into the school to give students the benefit of their practical experience, or staff going out into industry to update their knowledge), in doctoral programmes even this kind of innovation rarely happened. As indicated at the beginning of this chapter, there is currently great interest and willingness within institutions to find ways of bridging the academia–practice divide – yet in this crucial area, one that sets the tone for an academic’s career, ways of connecting to practice did not appear to be well represented in the doctoral programmes surveyed. This finding ought to be of great concern within the context of the broader debate on relevance and how the research conducted might connect to the contemporary problems of business and organisations.

As a consequence of these findings, the AACSB Task Force made a number of recommendations that were broader than simply promoting the merits of professional doctorates. They wanted the academic community to see that there were not just two competing alternatives in relation to doctoral education but rather many different alternatives, along a spectrum that gradually engaged with and addressed issues of practical concern. The report then explored a variety of programmes and their designs, and offered them as exemplars of doctoral provision in the hope that institutions might see how they could begin to widen their own provision and innovate. The Task Force’s main message was that the way the profession viewed doctoral education as a whole needed to change to meet a range of agendas and student needs – needs in relation to those heading for a career in either academia or practice. The profession should do this by looking at the quality and the integrity of doctoral education across the board.



Figure 1.1

Source: AACSB, 2013



Figure 1.2

Source: AACSB, 2013

Two dimensions in relation to doctoral education

The body of the report examines two key dimensions on which various forms of doctoral education might differ. The first dimension, shown in Figure 1.1, concerns provision in relation to the career and needs of the potential students at whom the degree is targeted. Such provision may require significant changes to traditional PhD training and development. The approach advocated was to consider carefully the needs of an academic career path compared to the needs of a part-time student who is a professional manager (someone with some past academic background and considerable work experience), who might wish to undertake doctoral study to develop themselves as a professional and translate what they learn into practice.

The second dimension, shown in Figure 1.2, relates to whether the focus of the research ought to be on basic foundational research, as might be the case for a PhD, or research that has high application value, where the knowledge produced can be translated more easily into practice, as might be the case for a professional doctorate. Some schools are quite explicit as to the tracks they expect students to follow to achieve certain learning objectives; some allow the students themselves to make the choice; others pay lip service to the difference. The point we wish to make is that once the needs of the students have been identified, the other aspects of each dimension all follow and may diverge at various points: the preparation and training of students; their support and

supervision, and even the nature of the knowledge they will be gaining; the course design; the research undertaken; and the recruitment and development. At the moment, most schools focus towards the left-hand end of both dimensions but some focus more towards the right, as would be the case with the professional doctorate. The message then is clear: that an important determinant of the nature of the degree is the alignment between the needs of the student cohort, the careers they will follow, and the skills and competencies the institution will need to invest in to deliver a high-quality and rigorous programme for that target market. Taken together, these two dimensions, we believe, offer a far more productive framework for thinking about what issues need to be considered in professional doctorate development. This frames our thinking in other chapters of the book.

To embrace the right-hand side of the two dimensions invariably requires schools to expand not just their missions but also their skill sets in order to deliver doctoral programmes. Doing this can have benefits for more than their doctoral programmes. There is the potential here to develop a broader set of objectives for the overall school, rather than simply incorporating and building engagement into postgraduate research. Many of these objectives may be obvious. Developing relationships with high-calibre managers will create a body of alumni with the potential to contribute to a much wider agenda within a business school. For example, they may contribute to teaching, and bring examples of contemporary business practice into the classroom. At the same time, they will remain scholarly in approach, and credible academically, by framing their contributions within a wider academic literature. They would also be able to bring important translational skills into the school and avail others of the opportunity to access their organisations, for example to connect with particular research agendas. What we know about successful knowledge translation is that diffusion is far more likely to happen if the research conducted relates to the issues and concerns of a stakeholder. The corollary is that businesses are far more likely to take notice of research that speaks to their interests and concerns.

Finally and importantly, there is the opportunity to strengthen the skills and competences of the faculty within business schools through recruiting individuals who not only have doctoral-level training but in addition have extensive work experience. The AACSB Task Force report in relation to the development of individuals' careers pointed to the desirability to supplement academic staff who have expertise in fundamental basic research with those capable of conducting translational research. This could be achieved by ensuring that doctoral students are trained and developed as teachers within their studies, regardless of the programme followed. Doctoral students are in

many ways undertaking apprenticeships, and even if they are going to make a contribution within a course or programme only rarely, they still need to develop the skills to communicate. In 1990, Boyer wrote a challenge to the professoriate. In this, he identified four types of scholarship – all important to recognise and engender within the culture of a school. Like others cited in this chapter, he suggested that publications had become the primary yardstick by which scholarly productivity is measured; and the word ‘scholarship’, defined as being engaged in research and publication, was misleading and unnecessarily restrictive. His lament was that the linear view of scholarship, where research dominates and the arrow towards practice ‘only points in one direction’ – or, as he described it, where ‘research is conducted, students learn and then there is an effect on practice’ – has held back this professional practice amongst academics and prevents them engaging productively in society. His argument was that the arrow can and should go in both directions, with theory informing practice but also practice informing theory. His solution was for the academic profession to stand back and re-establish connections between research and practice and find ways of building bridges between the two.

His proposition was for academics to recognise the importance of the four overlapping functions of scholarship. The first is *discovery* – by this he means the activity academics are most familiar with, the research they conduct and the intellectual climate they create. Second is the scholarship of *integration* – by this he means putting the knowledge created into perspective and achieving what managers know all too well: that problems need to be seen in context and that the knowledge that needs to be brought to bear in their solution can come from many different areas. This involves the serious work of drawing things together and bringing ‘new insight to the original’ (Boyer, 1990: 19).

The third type of scholarship – *application* – Boyer (1990) sees as taking the first two, discovery and integration, and asking how insights gained from these might be translated into practice. He views it as that aspect of scholarship that does not see research as an end in itself, but rather only as a means to an end, or work in progress. His final perspective on scholarship is that of *teaching* – an activity in which he sees the work of the professoriate as being ‘consequential only when it is understood by others’ (1990: 23). The argument for its importance is that it is the highest point of understanding and that good teaching is synonymous with being ‘widely read and intellectually engaged’.

It seems to us that the skills required in each of these domains are developed through appropriately challenging professional doctoral training programmes.

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