Toward the Practice of Social Innovation for the Common Good: An Integration of “Teaching–Research–Service”

I. Introduction

“Many suppliers and users of social research are dissatisfied, the former because they are not listened to, the latter because they do not hear much they want to listen to” (Lindblom & Cohen, 1979: 1). As mentioned in Chapter 1 of this book, the recent events of global financial crisis and a series of Occupy Wall Street protests have raised reflections of business management education on MBA trainings. The question of whether management research and education can be a facilitator toward events that would eventually destroy the world economy or a facilitator toward achieving social value and human glory has been raised with those reflections. MBA graduates should not be used as profiting tools for big corporations anymore. Moreover, the separation between management theory and industry practice has, for a long time, caused a dilemma with regard to the difficulties inherent in dialogue between academia and industry. There have been urgent calls to embody management research into applicable industry knowledge in order to minimize the gap in between the two (Anderson, Herriot, & Hodgkinson, 2001; Rynes, Bartunek, & Daft, 2001; Van de Ven & Johnson, 2006).

The career of a university professor is expected to fulfill three major responsibilities: teaching, research, and service. For a student, a university professor is an educator to deliver knowledge and resolve problems. For a researcher, a university professor is a faculty engaged in knowledge
creation and exchange in a disciplinary and professional community. For a service participant, a university professor is an administrator in a school and/or in an external community. In sum, a university professor endures his/her career in teaching, research, and service as one single identity in order to create and exchange value to a profession. However, how to achieve a balance as well as create a synergy among the three responsibilities through one professional identity is admittedly a challenge for many university professors, particularly for management professors.

This chapter attempts to explore how a university professor can integrate and implement three value activities, teaching, research, and service, in one, and eventually achieve a goal of industry–university common good. In fact, the whole book explores a new philosophy about social innovations for the common good by starting from other stakeholders’ perspectives by understanding their self-interest motivations. As an evolutionary process, it eventually becomes possible to finds a possible alternative by seeking a linkage between each other on grounds of common interest—to create and exchange value in a bilateral or multilateral altruistic approach for the common good—between industry practice and university theory. We will then explain a cross-sector strategic plan from the perspective of engaged scholarship to deliver industry–university value creation and value exchange. In the end, the difficulty and alternatives to integration and implementation will also be provided.

II. Value Analysis on Industry–University Collaboration as Cross-Sector Alliances

Although some scholars have already brought up the need to bridge the gap between the industry practice and academic theory (e.g., Antonacopoulou, 2010a, 2010b; Antonacopoulou, Dehlin, & Zundel, 2011), how to execute this and through what kind of process it can be done so as to minimize the gap are still underdiscussed. We borrow strategic analysis from the Hambrick and Fredrickson (2005) diamond model from the perspective of engaged scholarship by Van de Ven (2007) to discuss how to build an industry–university collaborative common good model for a university professor of management.

1. How to Develop an Idea from Industry–University Collaboration for Value Creation: Strategic Analysis of Diamond Model

A university professor can start a strategic plan from a value-creation initiative through industry–university collaboration for self-interested