THE PRACTITIONER-ACADEMIC GAP: A VIEW FROM THE MIDDLE

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The practitioner-academic gap has been widely discussed for decades along with recommendations for increasing the practical application of management research. We review some of the reasons for this disconnect and argue this has been the norm going back to the beginnings of the field. At the same time contemporary management practice has obviously been greatly influenced by management research. We suggest that much of this influential work has been done by academics who choose to work in the middle between university and practice. We review the experience of the Center for Effective Organizations and others working in the middle to make recommendations for doing useful research and suggest there are reasons for optimism in research to practice transfer in a changing landscape.

The Center for Effective Organizations (CEO) at the University of Southern California has been working at the interface of research and practice for forty years. Over this time, we have observed some constants and some significant changes in the academic-practitioner interaction. One constant is the nature of the individuals that partner with CEO. While the individuals have changed, the profile has stayed the same. They are practitioners that respect and understand the type of work done by researchers who study organizational behavior and performance. They are focused on organizational effectiveness and understand the potential of research and innovation. Very often they have backgrounds in applied research and appreciate the rigors of the process. They are the ideal target audience for transferring research to practice. The organizations that sponsor CEO and the individuals that collaborate in research have influenced the experience of CEO and provided an important perspective on research and practice.

Management practice in many areas including leadership, job design and human resource management is not today and will perhaps never be mostly evidence-based. On the other hand there is no question that management practice has been positively influenced by university-based research over the last forty years since CEO was founded and more recently over the last ten to twenty years. Some of the most important innovations in management thinking and practice over the last several decades have been informed by if not invented by university researchers. Systematic academic research on teams, goal setting, rewards and leadership has influenced practice by moving from academic writing to business school curriculum, popular writing and corporate training programs. More recently the research on employee engagement, HR measurement and differentiation, sustainability, positive psychology, work-life integration and diversity has gained traction among managers and application in organizations. While

managerial practice has been significantly influenced by academic research it has never been the case that most academic research is practice focused or even directly actionable. After reviewing the nature of the practitioner-academic gap we make the case that this has been the case going back to the beginning of management as a field of academic inquiry. Instead we suggest that practice has mostly been influenced by a set of academics who choose to work in the middle of research and practice. In this article, we discuss what we think practitioners seek from university collaborations, draw lessons from successes of working in the middle of research-to-practice transfer, and make recommendations concerning what works and what needs to be done.

The Practitioner-Academic Gap

Much has been written by academics about the gap between organizational research and practice over the years. For decades there has been concern among scholars about the failure of research findings to influence management practice (Daft & Lewin, 1990; Lawler, 2007; Miner, 1984; Porter & McKibbin, 1988; Rousseau, 2007; Rynes, Bartunek & Daft, 2001; Tushman & O'Reilly, 2007). Research published in top academic outlets is often unrelated to the everyday experience of managers and impenetrable for those unfamiliar with the abstract language of graduate seminars or an understanding of advanced statistics. Even when managers consult the academic literature the findings can be conflicting and hard to interpret (Keiser & Leiner, 2009) or not particularly applicable (Nicolai & Seidl, 2010).

A series of research articles over the last 20 years has very clearly shown this disconnect between management research and practice. Rynes, Colbert & Brown (2002) surveyed HR managers concerning their beliefs about some very established research findings. They demonstrated across a range of simple practices (e.g. drug testing, personality testing, and

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training methods) and bedrock principles of organizational behavior (e.g. goal setting, employee participation, and incentive rewards) that a large number of practicing HR professionals either do not know the research findings and actually believe the opposite. More recently European researchers (Konig, Jori & Knusel, 2011; Tenhiala, et al, 2014) conducted similar studies with interviews and surveys of HR practitioners around the world on effective selection practices and found the same result. In 2015, KPGM surveyed European executives and confirmed what scholarly researchers have known for some time – HR practitioners are deeply skeptical of the ability of "evidence-based HR" to make a difference in the effectiveness of the corporate HR functions (KPMG, 2015).

Evidence of this disconnect is also easy to find in the use of certain management practices, that are not only not supported by research, but that research suggests are harmful to employees, managers, and company performance. For example the last twenty years has seen the rise and fall of forced ranking performance appraisal systems. At one point we estimated, based on surveys of the Fortune 1000, that forced rankings was used for at least a portion of the employees, in up to two-thirds of large U.S. companies (Lawler, Mohrman & Benson, 2001). General Electric CEO Jack Welch advocated for forced distributions in performance management based largely on his experience at GE going back to the 1990's. Welch's 2001 book *Straight from the Gut!* advocated strongly for the practice and it spent many weeks on the *Business Week* bestseller list. Researchers who were well versed in studies of human motivation and goal setting in the workplaces understood at the time that this practice was highly problematic from both a measurement and motivation perspective (Lawler, 2003).

Much of the writing on the research-to-practice gap assumes that if academics did a better job relating to practitioners, doing applied work, and communicating findings in a more

accessible manner that companies would actually change. The assumption is that the solution to the research-to-practice issue lies primarily in doing relevant research that is communicated effectively. However, even when senior managers and executives are interested in research-based practice there is the question of how much of the research conducted today is genuinely useful in guiding practice. In the case of forced ranking systems, significant academic research and assessment of the practice did not appear for years leaving popular books and consulting firms to fill the information vacuum (Grote, 2005). Only now have multiple notable companies abandoned the practice (including GE and Microsoft – two staunch defenders of the practice historically). With a few exceptions, all of this has happened with very little systematic research on the effectiveness of the practice and its replacements (Moon, Scullen & Latham, 2015).

It is important to note that the shortcomings of the academy are not the only reasons for the failure of many organizations to implement research-based HR management practices. There is ample evidence that people and organizations are not entirely rational in how they operate. Pfeffer and Sutton (2000) labeled this phenomenon the "knowing-doing gap" and we still see many examples of organizations that fail to implement evidence-based practices regardless of what the research evidence shows. Most HR jobs remain largely transactional (Lawler & Boudreau, 2018). Particularly in small and medium-sized companies the vast majority of HR and managerial time is spent executing business processes. This type of practice work does not require an understanding business strategy or research-based HR principles and best practice findings. In general, our experience is that leaders in large companies with backgrounds in HR understand and appreciate the benefits of evidence-based practices. However, senior management ranks (including many senior HR executives) are filled with executives who have backgrounds in finance or operations and who often lack exposure in their education and training

to anything but the most basic concepts from organizational behavior and human resource management. Further, the CHRO in many companies is not a member of the top management team and few senior executives or members of corporate boards have HR executive experience (Lawler & Boudreau, 2018).

There have been multiple calls for a renewed focus among academic researchers on the professional impact and transfer of research to practice from the AOM, SIOP and other professional associations (e.g. AACSB, 2008; 2012). However, university reward systems and tenure processes, in particular, have not changed. They typically do not include metrics that measure impact on practice and focus almost solely on journal publication. The number of "A" publications and citations drive the reward systems in most research-oriented institutions (Rasheed & Priem, *forthcoming*). Despite many calls for broadening our perspective on scholarly impact (Aguines, Suarez-Gonzalez, Lannelongue & Joo, 2012; Aguines, Shapiro, Antonacopoulou, & Cummings, 2014), faculty are not rewarded for doing research that impacts practice at the most productive points in their careers. Most faculty members understand that there are significant opportunity costs associated with publishing in practitioner-oriented journals, speaking at practitioner conferences, and writing cases, books, and popular press articles aimed at improving practice. Further, there is an obvious misalignment of the incentives to do research that impacts practice when journals are measured by an "impact factor" which only examines the degree to which journal articles are cited by other academic journal articles. Overall, there is little career incentive for most academic researchers to do research that drives changes in management practice.

The ability of university research to influence the practice of management has gone far beyond feelings of angst among faculty and administrators to become somewhat of an identity

crisis in the academy. Academy of Management and SIOP presidents have repeatedly called attention to the need to impact practice (Hambrick, 1994; Koslowski, 2015; Mowday, 1997; Pearce, 2004; Walsh, 2010). As an inherently applied field, what is the role of management research if it is not to impact practice? The AASCB and other professional associations have advocated for renewed emphasis on research impact broadly defined (AACSB, 2008; 2012; CRRBM, 2017; ESRC, 2015). This raises the question of how university research as currently conducted can close the practitioner-academic gap.

Working in the Middle

The proposition that academic research and practice should be focused on improving practice is often advanced with arguments that academic research is becoming less connected to practice over time. We suggest this overstates the degree to which academic organizational research was ever connected to practice going back to the beginnings of the field. The practice of management in the early parts of the 20th century was most often influenced by other managers. Henry Ford and Fredrick Taylor had far greater reach than academics in universities at the time. There were some notable exceptions as Kaufman (2008) points out in his sweeping history of early HRM. Walter Dill Scott and Hugo Musterberg were psychologists at Northwestern and Harvard who did pioneering work in industrial settings. But as Kaufman notes, "at this time the study of industry and conduct of applied research on business topics were not considered appropriate activities for scholars because they were viewed as too vocational and commercial" (Kaufman, 2008, p. 130). While Walter Dill Scott's work was critical to the early development of today's I/O psychology, he was initially hesitant to get involved in "the affairs of business" (Kaufman, 2008, p,130). There are other examples of early scholar-practitioners. Walter

Bingham directed the Division of Applied Psychology at the Carnegie Institute for Technology in Pittsburgh and did applied work in employee selection. Morris Viteles at the University of Pennsylvania pioneered job analysis. However, these individuals competed for attention with the work of industrial engineers and management consultants such as Frank and Lilian Gilbreth, Morris Cooke, and Herman Gannt who wrote popular books that drove the efficacy movement and dominated managerial practice of the early 20th century. There were many doing applied work industrial psychology but few who bridged what work with academic research. "From industrial psychology's inception, there has been tension between academic researchers and practitioners…. academics criticize practitioners for their perceived compromise of scientific standards" (Vinchur, A., & Koppes, L., 2011: p.10).

The connections between research and practice were strong in this era only because, "Many of the individuals writing scholarly papers were either practice managers, or were academics with close ties to management consulting." (DeNisi, Wilson & Biteman, 2014, p. 221). In the pre-war period and up until the 1960's non-academic authors published a significant portion of the papers in both *Personnel Psychology* and *Journal of Applied Psychology* (Cascio & Aguinis, 2008). There were academics in related fields such as George Strauss in industrial relations and William Foote White in sociology working with organizations. However, this work largely contrasts with the university research in business schools and psychology departments at that time. Before 1960 was the age of B.F. Skinner and our understanding of motivation in organizations was largely based on laboratory experiments and animal studies. The cognitive and social revolutions in psychology was underway but dominated by lab experiments. Business schools at the time consisted of the administrative sciences of finance, accounting and economics

and were heavily practice focused. One of the primary concerns of the Gordon-Howell (1959) and Pierson (1959) reports was the lack of a scientific approach to research in business schools.

While there were notable exceptions it wasn't until Kurt Lewin and Elton Mayo paved the way for a new generation of university-based management scholars doing applied research to have a significant impact on the way work was conducted. Douglas McGregror, Peter Drucker, Ren Likert, Kurt Lewin, Cecil Bell, Walter French and Chris Argrys and others followed in the post-war era. However, all these individuals were examples of researchers that crossed the boundaries of traditional academia. As described by Gary Latham, "the giants in OD (e.g, Argrys, Bell, McGregor) were first and foremost artists/consultants who were keen observers of behavior, systems, and structures in organizational settings rather than behavioral scientists who conducted correlational studies and field experiments" (Latham 2019, p.3). In the 1950's and 1960's, survey research and field research in particular was viewed as less valuable academic pursuit than laboratory work. There were people working on management in applied settings, but these people were outliers in psychology and in business schools.

Lawler was one of them. He was focused on doing research that influences practice from the very beginning of a long career. An overview of the programs he has been part of will help highlight many of issues that are involved in doing research in the middle and how they have changed. When Lawler joined Berkeley as a PhD student in 1960 the faculty included, Ed Ghiselli, Mason Haire and Lyman Porter who came from traditional psychology background but made reputations doing survey work and applied research. Researchers who took psychology and applied it in the corporate world were still relatively unusual and dominated mostly by those with ties to management consulting. Working with managers looked much more like the work that Chris Argyris did on the East Coast doing process interventionist work and T-Groups. Argyris

was one of the first to develop an applied organization change and development research focus through the Department of Administrative Sciences at Yale. Argyris was an unusual academic in that he embraced his role as a popular intellectual. He gave speeches and liked working with executives. Argyris was popular with companies and top managers sought him out. He was a modern prototype for researchers working in the middle space between academia and practice.

The Administrative Sciences department at Yale was an early example of working in the middle with an applied research focused academic department. In addition to Argyris, it included Douglas Hall, Richard Hackman, Ben Schneider as faculty members, and PhD students including John Wanous and Clay Alderfer. These individuals viewed working with practitioners and doing interventionist work as the way to do research. Argyris generated enough interest from companies that Yale became a place known for doing this kind of work and in order to do it, the junior faculty just needed to be diligent in following up on the leads that came through these contacts. Just as today, there was no magic in finding research partners. Creating projects consisted of giving many pro bono speeches and keeping ears open for organizations interested in doing work. At the time there was little human capital consulting so companies did not have many places to go for help with employee surveys, team development, job design, developing organizational structures, and HR policy making. However, despite with the attention the group got from practitioners, their work was not considered rigorous science and many of these researchers had trouble getting tenure at Yale. As a result, they left and had successful careers at other universities.

In the 1970's a major center for applied scholar-practitioner work was the University of Michigan, it's Institute for Social Research and Psychology Department included Ren Likert, Dan Katz, Bob Kahn and Stan Seashore. Seashore and Lawler formed the Quality of Work Life

(QWL) research group at ISR that benefitted from institutional funding from the Ford

Foundation, the Labor Department and the Department of Commerce. Their research programs

departed significantly from most of the academic work at the time and was run as a program to

do interventions and study change programs. They identified companies to work with and

consultants to do the implementations that were then analyzed for academic publication. Eight

labor-management committees were formed around the country and QWL had the opportunity to

study practice based on theory and demonstrate its effectiveness. This was a time for the

emergence of gainsharing, labor-management cooperation, self-managed teams, and quality

circles.

The QWL program was instrumental in understanding what made these practices work.

The QWL program was positioned to establish what a new workplace should look like for

manufacturing companies seeking to move away from scientific management toward a high

involvement workplace with teams and enriched jobs. There was a major focus on participative

democracy in the workplace. It was a unique time in that funding agencies were willing to put

money towards this work, some unions were supportive, and big manufacturing companies

including Ford, GE, and Xerox knew that changes had to be made. From a research perspective,

it was a good combination of controlled intervention experiments, consulting on the outcomes,

data gathering and write up.

However, this was very applied work and certainly not the traditional academic research

that dominated psychology departments and business schools at the time. While the ISR was

based at the University of Michigan, at the time the business school there had no professors

involved in its organizational research. This work involved close collaboration and on-site work

at auto parts plants, coal mines, and other work places. Work that was viewed then as messy and

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distracting from a true laboratory-based research program. Today this work would be viewed as consulting. However, this is type of work is where important learnings and impact came from. One of the QWL projects at a plant Bolivar Tennessee was supported by the United Auto Workers and ultimately became a model that Ford and General Motors used for their own quality of work life programs.

In addition to the union-management supported work, a source of projects at ISR was "greenfield" sites where companies were building new manufacturing plants. These plant startups were managed in a much more decentralized manner than they are today. Typically, once the building was up local plant managers were tasked with the start-up and given broad discretion to lay out the work and develop the management practices. One such project was with the General Foods plant in Topeka Kansas. The plant manager called ISR in Michigan and so began a collaboration that lasted years to experiment with practices and collect survey data over time. This was a simple time and materials contract with regular visits to the plant of a few hundred people. This led to research and writing on work design, skill-based pay, and work teams. The plant stayed non-union, had low turnover and was one of the most productive plants for General Foods. This work also led to multiple academic publications (e.g. Lawler & Drexler, 1976; Lawler, 1978) and the development of the power, information, knowledge and rewards (PIRK) model that was featured in the book *High Involvement Management* (Lawler, 1986).

The Center for Effective Organizations

An ongoing example of scholar-practitioner applied research collaboration can be done is the Center for Effective Organizations (CEO) at the University of Southern California. When it began in 1979, it was a unique model of corporate sponsorship, contract research, and applied

research done by faculty and research scientist housed in the business school. CEO was founded at a time when large government funding for organizational research was drying up and before the rise of Fortune 500 human capital consulting firms. CEO was started with some seed money from the Marshall School of Business and eventually grew to include researchers Monty Mohrman, Sue Mohrman, James O'Toole, Gerry Ledford, Jay Galbraith, Susan Cohen, Chris Worley, Alec Levenson and John Boudreau. Early contracts with TRW and GE helped to get the center started but there was never an easy path to generate contacts for small and large projects. The most important part of the success of CEO and the source of its impact over the last 40 years is the desire of the researchers working at CEO to work in the middle between research and practice. These individuals all see themselves as scholar-practitioners and view their success in terms of not only publications and citations but also the success of the organizations and individuals they collaborate with.

Practitioners come to CEO looking for models to understand changes in practice, research skills to test them, and a window into what other companies are doing. In the early days of CEO the late 1970's and 80's were a time of tremendous changes in management practice in the U.S. with the advent of new employee oriented manufacturing systems, the quality movement, and later the move to team-based work and employee involvement. At that time practitioners were interested in how to implement new management practices and CEO focused on action research collaborations, doing pilot testing, and intervention studies for companies seeking to implement and evaluate involvement-oriented job designs, quality circles, skill-based pay and self-managed teams (Lawler, 1986). One of the early large research projects at CEO was an evaluation of performance appraisal tools at General Electric. It was an effort to standardize the many different approaches to performance management that had evolved at GE.

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When CEO was founded management consultants were active but most were doing strategy and efficiency work. HR service companies and compensation consultants had yet to develop the full set of HR strategy, service, and talent management offerings that have made them billion-dollar publicly traded corporations. Within large corporations, there were some notable internal HR research shops in companies including IBM, AT&T, Sears, General Motors and GE (Patten, 1965). These organizations had researchers doing a variety of work including attitude surveys, manpower planning, job evaluation and selection testing. However, mature OD and analytics functions did not exist as we know them today. This gave university-based researchers such as CEO a significant advantage with respect to gaining access to organizations and doing action research. In the 1990's managers became more interested in learning across companies and CEO did a number of large-multi company studies on topics such as R&D knowledge creation and virtual teams. CEO conducted large-scale surveys of the Fortune 1000 to assess the use of employee-involvement and high performance work practices. Currently, it is focused on organization design and agility, sustainability, performance management, talent management, analytics, and the ways in which work and organizations will be impacted by AI and machine learning.

In the forty years since CEO was founded we have observed changes in the kinds of questions that managers ask and the kinds of research collaborations they seeking. While academic researchers often do not meet the challenge of doing relevant and accessible work that translates to practice, our experience is that there is a greater appetite today for applied research and practice guidance than there was a generation or two ago. There is a genuine interest in moving towards evidence-based management and data-driven decision making in HR (Rousseau & Barends, 2011). However, while there still a strong demand for applied research among

practitioners, the landscape has changed and they now have many more options to turn to for this kind of work.

Changing Landscape

The nature of our interactions and collaborations with practitioners has changed along with the market for research services and commercial "thought leadership." Perhaps the biggest difference between today and when CEO started is the increase of non-academic researchers, think-tanks and consulting firms who compete for attention and excel in speaking to managers. They have focused on meeting the desire for information and research that guides practice as a way to sell services. HR service providers and consulting firms have undergone significant consolidation in recent years and these large firms compete with leading-edge start-ups. Most of these firms are selling the same type of research services offered by academic researchers only a generation ago and compete for impact on practice as a measure of market share. Today most consulting firms have internal research shops that conduct surveys, produce white papers and market aggressively through webinars, publications, conferences, social media and other means. Practitioners have ready access to their research and often see it not only as high quality but easier to read and more relevant to their issues than academic work. These firms employ PhD's with different incentives than university-based researchers. They are not seeking positive peer reviews, academic contribution, and journal publications. They are seeking contracts and satisfied corporate clients. Academic researchers are at a significant disadvantage when these firms have professional communications and public relations staff, graphic designers, and marketers whose job is to capture manager's attention. The same goes for professional business writers and gurus who make their living in the marketplace of ideas.

The number of PhD's that work for big companies and the number of internal teams dedicated to OD, internal HR consulting and analytics has also increased significantly over the last twenty years. Years ago university researchers could add value simply by conducting competent employee surveys. This capability is now widespread and most large companies now have in-house survey expertise or a preferred vendor. Sophisticated companies take advantage of employee surveys, talent assessments and operational analytics. They run pilot tests, have integrated HRIS systems, and have skilled data analysts. We see many large companies today building out HR analytics teams and exploring machine learning to take advantage of their investments in HR and talent data over the previous twenty years. This means that work that was done in the past with university collaboration is now done in house or with consulting companies. The rise of in-house research capabilities has served to increase the academic to research-practice gap by leading practitioners to turn inward when thinking about management practice and innovations.

At the same time university research has also turned inward to a degree. There has been a significant emphasis on theory development in papers published in top journals. While this is a signal of the increasing scientific quality of the research conducted, it also decreases its accessibility to practitioners. After a period of maturation as an independent field of research there now appears to be trend in business schools toward doing more basic discipline research with researchers trained in social psychology, sociology or behavioral economics (Agarwal & Hoetker, 2007). The field has also internationalized with more work conducted outside western industrialized countries. Finally the methodological sophistical of published papers has increased dramatically. All of these are positive for the field but often increase the difficulty that managers have in applying principles and findings in their organizations.

What are Practitioners Looking For?

Practitioners who look to university research are seeking high quality and unbiased advice. There is an understanding among practitioners that doctoral degrees indicate a high level of research mastery and the brands of the top business schools signal expertise. There is a reason that the biographies of brand-name business writers such Tom Peters, Jim Collins and David Rock all cite academic affiliations. As these examples indicate, writers and gurus recognize that practitioners see value in the PhD and university affiliations. Another measure of the value that practitioners place on university research is the speaking fees that researchers are able to command. In 2014, Chan and colleagues collected a list of speaking fees for researchers as advertised by speaker's bureau and examined whether stronger scholars commanded higher fees than others (Chan et al, 2014). They argue that speakers' fees are a measure of an academic value in the marketplace and a proxy the professional impact of their work. Public speaking engagements are a critical dissemination tool for academic research and many scholars work with speaker's bureaus. Chan and colleagues collected these advertised rates and compared them to traditional measures of scholarly impact including citations and broader measures of impact including Google search appearances and TED talks. They found that academic speakers are able to charge more than non-academic speakers controlling for measures of external influence. They also found that scholars who were more productive in terms of publications and influential in terms of citations were able to command higher speaking fees. These findings suggest that the most important characteristics of research that transfers to practice is high quality work that addresses topics of managerial interest.

While HR and management practices are not as evidence-based as they could or should be, there is at least some evidence of a connection between changes in management practice and

research. Modern workplaces – whether in an office building or on a factory floor – are very different places than they were forty years ago when CEO was founded. Team-based work, goal setting, incentive rewards, validated selection testing, shared information, employee participation, employee development and talent management are widely used today and designed in ways that, at least in part, reflect what has been learned from research. More recently research on employee engagement, energy/thriving, and positive organizational psychology have broken through to popular management awareness and practice. After four decades of work at the USC Center for Effective Organization, we believe it has had a positive impact on organizational practice – at least with our like-minded sponsors. We are not alone, there are other many examples of academics working in the middle and doing useful research that guides practice.

In 2002 Pfeffer and Fong published an analysis of popular and academic management books and wrote that, "only a small fraction of the business books that presumably influence management are actually written by academics" and that "business schools are not a major source of books that directly influence management thought" (p.87). More recently, however, Benson (2011) examined the *Business Week* bestseller lists from 1997-2009 and concluded that while consultants and gurus dominate the mega-best sellers and popular business books, books by university-based academics are more likely to be cited by journals specifically oriented towards managers, and are more likely to be cited as influential over the long-term.

While consultants and gurus write the most bestselling books, university-based authors wrote 25% of the Business Week bestsellers in management between 1997-2009. An examination of the "best" and "most influential" management books[1] published since 1970 shows 58 different books that have influenced management practice to some degree. Of these,

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[1] *The 100 Best Business Books of All Time* (2009) Penguin Group, New York, NY.; *The Best Business Books Ever* (2007) Bloomsbury Publishing, New York, NY.; *Business: The Ultimate Resource* (2002) Perseus Publishing,

nearly 75% were written by authors with university appointments. Moreover, management books written by academics are significantly more likely to be cited in practitioner journals and HR trade publications than those written by consultants and gurus. Books written by authors with academic affiliations are over two and half times more likely to be mentioned in practitioner journals such as the *Harvard Business Review* and more than twice as likely to be mentioned in HR trade magazines than are books written by consultants and gurus. The books most often mentioned in practitioner journals and HR trade magazines are books written by academics. Eight of the 10 books most often appearing in practitioner journals were written by university-based researchers.

To understand what is useful in transferring research to practice it is important to understand who is doing this kind of research. While influence is difficult to measure and can take many forms, sources do show which researchers have been most successful in capturing the attention of practitioners. One is the list of "HR Influential Thinkers" which is published annual by the UK HR Magazine. This list has been compiled annually since 2006 and consists of reader nominations that are assessed by a panel of HR directors based on criteria including "Practical Relevance," "Commercial/Service Impact" and "Visibility." For 2018 the list has 30 people total and 16 of have research appointments in universities and are active researchers. In 2015 the HR Certification Institute published "The Rise of HR: Wisdom from 73 Thought Leaders" (Ulrich, Scheimann & Sartain, 2015). This edited volume contained 67 chapters with 25% written by researchers with current academic appointments including several past Academy presidents and

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Cambridge, MA. HarperBusiness; "Best Business Books of the 20th Century" (2000). Forbes Magazine "20 Most Influential Business Books from 1981-2000" (2000). *The Ultimate Business Library* (1997) AMACOM: New York, NY.

some of the most well published and cited authors doing HR related research.[2] The National

Academy of Human Resource Management has elected Fellows since 1992. Some 29 of the 178

(16%) NAHR fellows have university appointments. These examples are active in the Academy

and publish high quality research in top journals. They also regularly engage with companies,

speak at professional associations, write for practitioner outlets and do the important work of

translating research into practice for the entire field. They all exemplify what it means to work in

the middle.

Working in the middle means writing for practitioners and participation in media targeted

beyond an academic audience (Abrahammson & Eisenman, 2001). All of these individual's

engage with practitioners in ways in addition to peer-review journal articles to break through into

popular management thinking. At CEO Sue Mohrman and Chris Worley's writing and teaching

in organization design has been reshaped corporations around the world. John Boudreau's work

in HR decision-making and recently on new forms of work is widely known and applied. Jeff

Pfeffer and Peter Capelli have been translating research for practitioners and connecting with

practice for years through popular books and speaking engagements. Amy Edmondson's work

on psychological safety and Bob Quinn's (and many others) work on positive organizational

psychology has gained significant traction with managers through applied work with companies,

executive education, cases and popular writing. Dave Ulrich and Mark Huselid's popular

writing and engagement with professional associations have been hugely influential in HR

measurement and practice. More recently Adam Grant has certainly broken through to popular

culture and managerial attention with popular books, writing, speaking and a podcast. These are

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[2] Authors with academic appointments: Wayne Cascio, Robert Ployhart, Lynda Gratton, Dave UIrich, Arthur
Yeung, Paula Caliguiri, Linda Hill, Sandy Wayne, Richard Beatty, Wayne Brockbank, Mark Huselid, Denise
Rouseau, John Boudreau, David Kryscynski, Mike Ulrich, Anthony Nyberg, and Paul Sparrow.

a few notable examples and there are many more. Genuine research traction with managers builds slowly over time rather than emerging from a single landmark study. The continuous development of examples and repetition of main ideas through multiple papers, presentations, and engagement with researchers and practitioners over time lead to adoption.

Birkenshaw, Lecuona and Barwise (2016) examined the characteristics of articles that were cited in managerial bridge journals. They randomly selected a sample of 44 articles from 6 "top-tier" management journals[3] for a total sample of 264 articles published from 1997 to 2007. They then examined the citations these papers received in 5 "bridge" journals[4]. Their findings in general confirm the worst case concerning the applicability of academic research. They found that the majority of the management papers in this random sample were never cited in the bridge journals. Second, they found that nearly half of the bridge citations analyzed were in the *Academy of Management Executive,* which reinforces the self-referential nature of academy research: AOM papers are being cited in an AOM translation journal.

They did, however, find that academic papers which are cited in practitioner-oriented bridge journals shared some common characteristics that suggest "what works" in terms of getting in front of practitioners – at least those that read bridge journals. The authors found that papers were more likely to be cited in bridge journals if they were deemed to be "managerially interesting." The authors asked a panel of six practicing managers with business degrees to rate papers on a 1 to 5 scale of how "interesting" they expected a paper to be by reading the title and abstract. The importance of relevant and interesting work is the key learning from this research and fits with the experience at CEO.

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[3] "Top academic journals" included *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Management Science*, *Organization Science*, and *Strategic Management Journal*.
[4] "Bridge journals" included *Academy of Management Executive*, *Business Horizons*, *California Management Review*, *MIT Sloan Management Review* and *Organization Dynamics*.

If university and other academic researchers wish to truly impact practice the first step is to focus on the topics that interest managers – it really is as simple as that (Rousseau & Boudreau, 2011). This raises the question of what is "interesting" for practitioners. There are large differences in the type of topics covered in academic versus practitioner journals for management and HRM (Deadrick & Gibson, 2007; Rynes, Gulik & Brown, 2007). We are not suggesting that researchers should be in the business of writing about changes in employment law or chasing fads or pursuing a purely reactive research agenda (Abrahamson, 1991). On the other hand our experience at CEO is that there is more overlap than not in topics of research interest. McGahan (2007) argued that research is interesting to both managers and researchers if theory can be used to address a current practical problem. In 2018 Peter Cappelli and Tina Marron-Partrige of IBM analyzed CHRO responses from IBM's annual "C-Suite" survey and found that the top areas for HR changes over the next 2-3 years included many areas that are being actively addressed to by university researchers. These include how employees are measured and given feedback, compensation programs, how candidates are identified and selected, how the next generation of leaders is selected and developed, approaches to help employees address work-life integration, and how the HR organization is evaluated by the business. On the other hand, there were a relatively small number of issues that are less frequently addressed by researchers including employee data and privacy issues, the overall HR operating model and organization structure, and how the enterprise prepares for the future workforce.

Banks and colleagues (2016) surveyed academics and practitioners and identified 22 "grand challenges" for research of practitioners and academics with 8 of those challenges

overlapping between the two groups.[5] Interestingly, two of the areas identified as "academic-interest only" were "Implementation of HRM best practices" and "Increase (reduce) positive (negative) strategic HRM synergies" (Banks et al, 2016 p. 2218). These are notable as these issues examined through the HRM to performance literature and the strategic HRM studies that have accounted for a significant portion of the strategic HRM research over the last twenty-five years (Kaufman, 2014). This research consists of organization-level survey based work and has pursued multiple mediators and moderators of the HR to performance relationship. While this works has been critical for academic understanding and theory development this work is less important for practitioners. In general HR leaders and managers are more interested practical advice to address practical challenges than macro level studies demonstrating that human capital and management practices improve organizational performance.

A consistent concern or criticism of efforts to do work that managers find practical is the perception that doing so somehow sacrifices theoretical and empirical rigor for relevance (Hodgkinson & Rousseau, 2009). We find that practitioners actually prefer findings they believe are based on rigorous research. The "rigor versus relevance" debate persists despite the fact that Birkinshaw et al. (2016) found that the papers, which are cited in bridge journals, are also more likely to be heavily cited in academic journals. This means that papers that were highly regarded and cited by academics were also more likely to be the ones that made it into journals intended for practitioners. This suggests that research that has a practical impact is more likely to have an academic impact. Birkinshaw et al. (2016) also found that academic papers are more likely to be

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[5] Grand challenges of interest to both academics and practitioners: Reduce or eliminate pay inequality, Reduce or eliminate discrimination, Reduce or eliminate unethical business practices, Expand opportunities for continuing education, Leverage technological innovations, Increase employee morale, Reduce carbon footprint, and Enhance customer service quality.

mentioned in bridge journals if they make an effort to converse with practitioners. They found that papers in top-tier academic journals that cited previous work in bridge journals were more like to be cited by those same journals later. In a study of 120 randomly selected publications Similarly, Baldridge, Floyd, & Markoczy (2004) found strong correlation between those articles perceived to be academically significant and practically relevant. In general the papers that appeal the most to practitioners are also high quality research.

An additional characteristic of research that managers pay attention to is understandability (Leung & Bartunek, 2012). In terms of style the business books that are popular with practitioners are notable for their simplicity and conversion of complex ideas into easy to understand principles. After examining best-selling business books Newstrom (2002) notes, "Many books that were successful in the marketplace, selling millions of copies and sustaining interest over a period of years had one distinguishing feature above all others: readers could reiterate their major conclusions or recommendations in very few words." Pagel and Westerfelhaus (2005) conducted an analysis of the reading habits of managers and concluded that above all else they preferred simple "business" writing and expressed distaste for "academic" writing. Business writing is characterized by: "(a) short length (b) concise word usage (c) direct presentation of main points (d) the presence of concrete examples and/or the absence or abstract concepts and (e) simple language" (p. 430).

To examine these differences we collected the abstracts for articles published since 1990 in mainstream academic journals, practitioner, and bridge journals.[6] The abstracts were

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[6] For academic journals, we included *Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behavior, Journal of Management* and *Personnel Psychology.* For bridge journals, we selected *Harvard Business Review, Human Resource Management, Organizational Dynamics, Compensation & Benefits Review, and Sloan Management Review.* Finally, for practitioner-oriented publications we examined HR *Magazine, HR Focus, Training and Development,* and *Training* magazine.

processed using text analytics to compare the similarity in language used in the article abstracts.[7]

Figure 1 presents the multidimensional scaling (MDS analysis) of the differences in words and phrases that appear in the abstracts of the different publications. The distance between the publications indicates the differences likelihood that words and phrases appear in one publication versus another. As show in Figure 1, the greatest differences in language are between the traditional academic journals *Journal of Applied Psychology, Personnel Psychology,* and *Journal of Organizational Behavior* and the more practitioner-oriented publications of *T&D, HR Magazine,* and *HR Focus*. This suggests that in addition to different topics being addressed in academic journals versus practitioner outlets, these publications are speaking to different audiences and literally speaking different languages.

As a result when well-meaning managers go to academic research to answer their questions their experience is often frustrating as they find the research to be impenetrable, confusing and not particularly relevant (Buckley et al, 1998). Academic papers in general are lacking at spelling out the practical implications of the research for non-academic audiences (Bartunek & Rynes, 2010). Pearce and Huang (2012) found this to be the case when they examined articles from *Administrative Science Quarterly* and *Academy of Management Journal* and deemed that roughly a quarter of the papers published each year were directly actionable and that this percentage had be declining over the last several decades.

Finally, work that has an impact easily translates to the specific situations that manager's face. The debate over universal best practices versus contingency models of management practices has gone back and forth in academic journals for decades. Researchers tend to find that there are both universal principles, which explain the behavior of managers and employees and

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[7] The abstracts were processed using the "tm" package in in R to create a document-term matrix and analyzed using multi-dimensional scaling.

specific contextual moderators that need to be taken into account. The challenge is to present established research findings to practitioners in a way that emphasizes the universal nature of human beings and organizations (e.g. people respond to incentives, people react negatively to unfairness, goal setting motivates behavior) while simultaneously acknowledging that every organization is unique. As Peter Cappelli recently wrote in HBR, "Detailed knowledge of practices is essential, but it is more important to understand *what works when and where"* (Cappelli, 2014). This balance is required to avoid the twin requests that practitioners often make. First is the desire to "just tell me what works" or what are the "best in class" practices. Second is the request to realize that "we are different" and that their organization or culture is so unique that the normal rules and practices do not apply to them. When talking about principles and practices to practitioners the universal and particular need to be balanced.

Recommendations for How to Engage Practice

Work at CEO offers some lessons from experience about how to engage practitioners for both access and influence. First and most important is a focus on creating value for organizations. Conversations about research need to start and end with the value proposition for organizations and reasons for engaging in data collection. University and other academic researchers typically connect with an individual or a team who has to sell the project internally. Companies are not interested in academic research questions. They are interested in improving performance, increasing efficiency, reducing turnover, or other business outcomes that managers care about. Indeed four of the six "grand challenges" that Banks and colleagues (2016) identified as "Practitioner Only" interest were promoting employee well-being, reducing costs, reducing turnover and providing affordable healthcare (Banks et al, 2016, p. 2219). Researchers first need

to connect the academic to the practical in terms of dependent variables or outcomes that are easily communicated and meaningful to managers. University researchers need to develop the ability to sell their work on a practical level. Even if the work is done free of charge the project sponsors are still investing time, energy, and political capital within the organization. Corporate relationships change over time must be constantly renewed as people move in and out of roles. At CEO, we see our sponsor companies change as individuals move through their careers and we constantly need to bring on new sponsors and new contacts.

Second, many academic researchers, new professors in particular, need to develop the skills needed to do applied research. Graduate programs excel in developing technical research skills for design, measurement and methods. Seldom taught, however, is the ability to navigate through the practical and challenges that arise doing large-scale work with organizations. Skills such as how to write a proposal, price research, understand contracts and talk to lawyers are required to work with most organizations and all too often are not taught. PhD students need exposure to qualitative and mixed method research (Edmonson & McManus, 2007). Lapierre and colleagues (2018) surveyed PhD program directors in the U.S. and Canada and found that while large majorities felt that skills such as, "how to identify individuals within organizations best positioned to facilitate data collection" and "discussing data ownership/access rights" were beneficial for new PhDs, they were seldom discussed in their programs. Researchers have to be willing to spend time consulting with research sponsors, writing technical reports and doing executive style presentations. Working in the middle means work styles, language, and pace that that meets the needs of practitioners. Working in the middle means doing genuinely collaborative work and acquiring skills that allows researchers to go back and forth between academics and practice (Guerci, Radaelli, & Shani, 2019; Hinkin, Holtom, & Klag, 2007; Markides, 2007). One

of the on-going challenges at CEO has been to find individuals capable of working in the middle and willing to pursue the career that values both practice impact and academic contribution.

Third, academic researchers need to be willing to do genuine applied field work and embrace the scholar-practitioner model of working in and for companies. This might also mean willingness to do work that looks more like consulting and action research in order to gain access and impact in companies. In recent years there has been a significant increase in studies that include only archival data or surveys of paid respondents through, for example, Amazon's Mechanical Turk (MTurk). These types of data and research including laboratory experiments and experimental simulations may be important for validation and triangulation (Gibson, 2017). However, the experience at CEO suggests that most significant innovations in management practice have come from mixed-method long-term field research and engagement with real organizations (e.g. Mohrman, 2018). The development of the Lawler's (1986) high involvement model and many other ideas that have gained broad purchase with managers over the years including job design, goal setting, and incentive reward have been the product of these extended partnerships with organizations and mangers willing to invest in field work and pilot testing.

As Edmondson and McManus (2007) note, "To advance management theory, a growing number of scholars are engaging in field research, studying real people, real problems and real organization." This type of work is messy, challenging and not always directly rewarded by university promotion and tenure systems. On the other hand, this type of work is critical to develop new theoretical ideas and validating existing theory in real world organizational contexts. This is not a new proposition and there are several excellent roadmaps for doing applied, engaged, and collaborative research (Bartunek & McKenzie, 2018; Mohrman & Lawler, 2007; Shani, Mohrman, Pasmore, Stymme & Adler, 2008; Van de Ven, 2007). Working in the

middle addresses an on-going call to respect context in organizational research and yields knowledge that is more easily actionable and translatable for practitioners (Cooke, 2018). The process of working closely with practitioners to craft research questions that address real organizational challenges and the process of joint interpretation and feedback in the research process is critical to yield findings that are practical and useful for managers (Mohrman, Gibson & Mohrman, 2001). Researchers working in the middle have long advocated that organizations and their members should be considered more than just research subjects, but as active participants in dialog and knowledge generation (Argyris, 1999; Bartunek, 2007; Latham, 2017; Leung & Bartunek, 2012; Mohrman, Gibson & Mohrman, 2001; Mohrman & Lawler, 2011).

From the beginnings of the management as a field of serious academic inquiry there have always been those that have worked in the middle of research and practice. The practical experience of working with companies in graduate school and beyond should be emphasized more strongly. In his 2014 *Annual Review of Psychology* piece Ben Schneider estimates that three quarters of his empirical publications came from consulting projects (Porter & Schneider, 2014). Indeed many of the most influential academics working in the middle historically including Schneider, Lawler, Mike Beer, Gary Latham, and more recently Mark Huselid, John Boudreau, Pat Wright, and many, many others have spent time working closely with practitioners, doing significant consulting, taking residencies or working in companies for periods of time. The ability to take time from academic appointments for this kind of applied work should be considered as part of the job rather than a distraction from the "real" work of teaching, journal publishing and university service.

It is clear that the workplaces of today are different from those of a generation or two ago and that at least some of this change can be attributed to the collective work of management and

HR researchers. The effectiveness of selection testing, incentive rewards, involvement-based work designs and diverse teams is now assumed even if the principles are sometimes misapplied in practice. High involvement work design and its associated management practices is a major success story in business management. These practices are not universal but have expanded significantly in the U.S. and around the world and are no longer seen as innovative or cutting edge but as standard business practices. As late as the 1980's companies that organized manufacturing or service employees in self-managed teams with cross-training, participative decision-making and incentive rewards were viewed as progressive experiments. Towards the end of the 1990's some 2/3's of large firms were using these practices (Lawler, Mohrman & Benson, 2001). A substantial set of research on HR and performance that followed has now demonstrated that these practices have positive outcomes for the experience of employees at work and organizational performance (Huselid, 1995; Combs, Liu, Hall, & Ketchen 2006).

One effort that has the potential to benefit the transfer of management science to practice is the Evidence-Based Management movement (Rousseau, 2006). Evidence-based management was championed in Rousseau's AOM presidential addressed and popularized in books by Pfeffer & Sutton (2000; 2006) among others. Since then the Center for Evidence-Based Management (CEMBA) has led the way in advocating a shift to evidence-based practice in management. In general there is agreement among academic researcher on the types of findings and practices that are supported by high-quality research and there are new efforts to consolidate and communicate these to mangers (Bartunek & McKenzie, 2018; Guest & Zijlstra, 2012).

The workplace of today appears to be ready for more of scholar-practitioner collaboration. There is a feeling that the nature of work is changing rapidly and the organizations need to evolve in order to survive. This time the changes are being driven more by technology

than the societal changes of the 1960's and 1970's but the sense of urgency is the same. Organizations of all sizes and many industries are witnessing the disruptions brought on by technology and understand that work practices of the last century are not likely to be successful in the future. The time is ripe for collaboration and theory-driven interventionist research on topics such as the role of artificial intelligence and machine learning in augmenting jobs and job design. Virtual work and AI are changing employment relationships to include gig work, digital nomads, crowdsourced work and many organizations are seeking to understand what this means for their workforces and HR practices. They seek frameworks, models and examples of what work will look like in the future and how it should be organized and managed. Finally, companies are seeking ways to manage increasingly diverse and mobile workforce. There is significant interest in understanding employee wellness broadly defined and how to attract, retain, and motivate in ways that go beyond the traditional employment relationship.

Academic researchers have always had a difficult time competing with consultants, journalists, gurus for managers' attention. However, rigorous research should continue to play a role in the evolution of management practice. There are too many well documented examples of popular practices that not only lack research support but also have been shown to be damaging in practice. Forced ranking systems, use of short-term incentive rewards and unstructured selection interviews have all been widely used despite evidence of their significant negative repercussions. On the other hand the notion that academic researchers cannot compete with mass market consultants ignores the fact that there have been many innovations in employee selection, organizational design, team-based work, goal setting, training, job design, performance management, rewards, work-life flexibility, and wellbeing at work over the past several decades

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that are based on firm research foundations. The widespread use of these practices has had a positive impact on organizations represents a successful impact of research over time.

While management is an inherently applied field of study, there will always been a need for more basic research on both micro human behavior and macro organizational effectiveness questions. In 2014, Ram Charan posted to the *Harvard Business Review* suggesting it was time to split HR in to an administrative function and a more strategic leadership and policy function (Charan, 2014). This was recognition that after years of saying that HR should be a strategic partner, many individuals in HR still are just not interested in this role. Perhaps is it time to recognize a similar split in the academy. Discussions of the research to practice disconnect should also recognize that there is significant, perhaps a large, portion of academics that are not interested in this type of impact. They do not define their impact by the degree to which their work impacts organizations and practice. They believe that the advancement of our understanding of human and organizational behavior through basic research is the foundation of our field and an end in itself (Daft & Lewin, 2008). At the same time business schools need to recognize that there have always been a number of academics that have chosen to work in the ground between research and practice. We suggest that universities need to broaden their view of impact and success in selection and rewards systems (Aguinis, Cummings, Ramani & Cummings, 2019). We suggest that PhD training programs in OB/Management and HRM might broaden training similar to I/O programs that emphasize scholar-practitioner values. There needs to be a viable career path for those choosing to work in the middle at universities.

We believe that in the future many important changes in management will emerge from high quality work that is in the middle of research and practice. The presentation and repetition of research findings across formats allows managers of different generations, educational

backgrounds, and industries to discover and apply principles in ways that suit them best. Organizational behavior and human resource management began as applied research fields focused on managerial challenges (DeNisi, Wilson & Biteman, 2014). Most of the early foundation work in management research was conducted in the field by individuals who spent time in business, consulting, and academic jobs. Management researchers today should endeavor to renew and continue connections with practice to work in the middle to both advance high-quality scholarship and influence practice.

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Figure 1. Multi-Dimensional Scaling of Text Similarity of Journal Abstracts
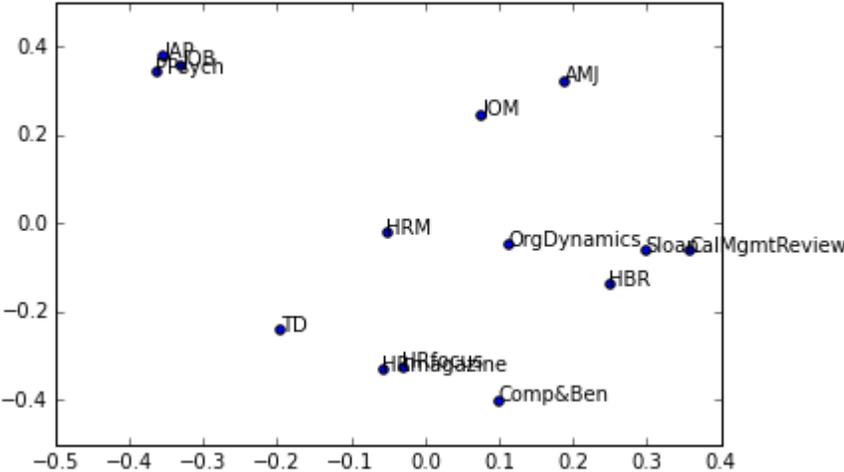
Table 1. HR Magazine (UK) List of Most Influential Thinkers in HR 2018

	Name	Title	Affiliation
1.	Mee-Yan Cheung-Judge	Founder	Quality and Equality
2.	Matthew Taylor	Chief Executive	RSA
3.	Rob Briner	Professor of Organizational Psychology	Queen Mary University of London
4.	Herminia Ibarra	Charles Handy Professor of Organizational Behavior	London Business School
5.	Perry Timms	Founder & chief energy officer	PTHR
6.	Tomas Chamorro-Premuzic	Professor of business psychology	University College London and Columbia University
7.	Adam Grant	Professor of Management	Wharton School of Business
8.	Simon Sinek	Speaker and consultant	
9.	Vlatka Hlupic	Professor of Business and Management	Westminster Business School
10.	Wendy Hirsh	Independent Researcher & Principal Associate	Institute for Employment Studies
11.	Stephen Bevan	Director Employer Research	Institute for Employment Studies
12.	Amy Edmondson	Novartis Professor of Leadership and Management	Harvard Business School
13.	Gervase Bushe	Professor of Leadership	Simon Fraser University
14.	Patrick Wright	Thomas C Vandiver Bicentennial Chair	University of South Carolina
15.	Amy Cuddy	Associate professor	Harvard Business School
16.	Josh Bersin	Principal and founder	Bersin by Deloitte
17.	Peter Cheese	Chief executive	CIPD
18.	Steve Boese	Technology Editor at LRP	
19.	Helena Morrissey	Author and Founder	30% Club
20.	Megan Reitz	Professor of Leadership	Ashridge Hult
21.	Patrick Lencioni	Founder and President	The Table Group
22.	Susan Vinnicombe	Professor of Women and Leadership	Cranfield School of Management
23.	Wayne Clarke	Founding Partner	The Global Growth Institute
24.	Meghan Biro	Author and speaker	
25.	Chris Roebuck	Organizational Success Advisor	Cass Business School
26.	Linda Holbeche	Adjunct Professor	The Holbeche Partnership
27.	Jeffrey Pfeffer	Thomas D Dee Ii Professor	Stanford Business School
28.	Liz Mellon	Executive Director	Authentic Leadership and Duke Corporate Education
29.	Peter Cappelli	George W Taylor Professor of Management	Wharton School
30.	Matthew Syed	Journalist, writer and broadcaster	

Table 1. National Academy of Human Resource Management Fellows with Academic Affiliations.

Fred K. Foulkes	Boston University	1992
Edward E. Lawler III	University of Southern California	1992
David B. Lipsky	Cornell University	1992
D. Quinn Mills	Harvard University	1993
Chris Argyris (1923-2013)	Harvard University	1994
John T. Dunlop (1914-2003)	Harvard University	1994
Lee Dyer	Cornell University	1994
David Ulrich	University of Michigan	1994
David Lewin	University of California at Los Angeles	1995
Anthony J. Rucci	Ohio State University	1995
George T. Milkovich	Cornell University	1996
Steven Kerr	University of Southern California	1997
Thomas A. Kochan	MIT	1997
Michael Beer	Harvard University	1998
Rosabeth Moss Kanter	Harvard University	1999
Robert B. McKersie	MIT	2000
Noel M. Tichy	University of Michigan	2000
Sheila W. Wellington	NYU	2000
John W. Boudreau	University of Southern California	2001
Paul D. McKinnon	Harvard Business School	2002
Peter Cappelli	University of Pennsylvania	2003
Wayne F. Cascio	University of Colorado Denver	2005
Patrick M. Wright	University of South Carolina	2005
Lynda Gratton	London Business School	2010
Gary P. Latham	University of Toronto	2010
Kevin F. Hallock	Cornell University	2013
Boris Groysberg	Harvard Business School	2016
Mark A. Huselid	Northeastern University	2016
W. Warner Burke	Columbia University	2019