

Academic-Practitioner Collaboration and Knowledge Sharing

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ABSTRACT:

The relevance and advantages of encouraging cooperation between academics and practitioners for efficient information exchange are covered in detail in this abstract of a thorough research. These two fields might benefit from sharing knowledge and ideas in order to provide creative solutions, expand research, and improve real-world applications. The study examines how academics and practitioners now collaborate and share information across a range of industries, including but not limited to business, technology, healthcare, and social sciences. It looks at the difficulties that both sides have while forming fruitful partnerships and suggests ways to get through them. The study also looks at how collaborative projects affect growth in organisations, professional development, and scholarly research. It examines collaboration case studies and success stories that have produced ground-breaking discoveries, improved business procedures, and strengthened problem-solving skills. This study attempts to emphasize the advantages for both academics and business professionals since the advantages of academic-practitioner cooperation are not unilateral. Such partnerships provide academics access to real-world data, usable applications, and business insights, which improves the relevance and impact of their study. Engaging with academic institutions gives practitioners access to cutting-edge research, expertise, and new viewpoints, which promotes better decision-making and creative solutions. The project investigates how digital platforms and technology may help practitioners and academics collaborate and share information. Understanding the effects of these developments on cooperation is crucial for developing effective partnerships since the digital age has fundamentally changed how information is shared and accessed.

KEYWORDS:

Academic, Collaboration, Cooperation, Information, Practitioners.

I. INTRODUCTION

Academic and practitioner partnerships in which information is shared and/or co-constructed with the aim of producing advantageous scholarly, personal, and/or organizational results are referred to as academic-practitioner cooperation. There are differing opinions on how successful such teamwork may really be. However, initiatives to foster such cooperation come in a broad range of shapes, some of which are mentioned here. Collaboration between academics and practitioners is crucial in management. This is due in part to the many consultants who work to build links between academics and practice as well as the management faculty members who operate as sources of managerial training. It's also because management is really an applied discipline. Additionally, it is crucial for management theorizing since the information that results from collaboration between academics and practitioners may be utilised to develop and evaluate theories. This article will address some of the obstacles to productive cooperation and concentrate on numerous strategies created to overcome them. These techniques include a variety of cooperative research techniques as well as connecting institutions, roles, and publications[1], [2].

Academics continue to argue over how much real research knowledge may be shared with management practitioners by professors. Additionally, there is persistent contention surrounding whether serious academic research should or can apply to managers and other practitioners and whether or not relevancy

and rigour are incompatible. Furthermore, although both academics and practitioners theorise, the sorts of theorising they do vary; academics strive to produce generalizable theorising and knowledge, whilst practitioners aim to produce information that will aid them in succeeding in their particular local contexts. The fact that academics (in terms of their research) and practitioners (in terms of their practice) often have distinct goals and communication methods is therefore acknowledged. This distinction is more obvious when academics conduct their research using a positivist epistemological framework. Some academics contend that information cannot be transferred between effective practice and scientific study because the communication channels connected with each are too dissimilar. Despite these conflicts and tensions, there are several ways to promote cooperation between academics and practitioners[3], [4].

We want to provide insightful perspectives on how knowledge sharing and collaboration between academics and practitioners might advance advancement and innovation in both academic and professional domains. The research will be useful to practitioners and academics alike, and it will also advance society as a whole. We can build a better, more interconnected future where science and real-world experience come together to create a society that is sustainable and prosperous by encouraging collaboration. These methods are based on the assumption that information can be translated or transmitted across the barriers between academics and practitioners. But most methods also assume that tacit information, as well as explicit knowledge, must be shared between academics and practitioners in order to achieve effective translation. This suggests that academics and practitioners have personal ties. Multiple research methodologies, such as action research, insider-outsider team research, Mode 2 research, design science, engaged scholarship, and evidence-based management, have been created as tools for academic-practitioner cooperation. The methods also include various institutions, such as centers, bridging roles, and bridging journals, as well as bridging function kinds[5], [6].

The need for interdisciplinary cooperation between academics and practitioners is more important than ever in a linked and complicated society. To solve diverse problems, traditional academic boundaries are proving inadequate, thus a collaborative strategy that connects theory and practice is crucial. The potential for fruitful cooperation is enormous and exciting, spanning the fields of business and technology, healthcare, social sciences, and beyond. The collaboration of academics and industry professionals advances not just research and business, but also a more comprehensive grasp of contemporary problems. Both sides may make use of their strengths to develop creative solutions with a wider range of practical applications by combining their resources, knowledge, and views. Through this symbiotic partnership, information may flow both ways, enhancing academic research with real-world applications and equipping practitioners with the most recent advances in science. Furthermore, the environment of cooperation and information exchange has been completely transformed by the digital age. Real-time engagement has become possible regardless of distance because of developing of communication technology and digital platforms. Through rapid idea sharing, seamless collaboration, and the formation of global networks, this interconnection enables academics and practitioners to overcome obstacles that may have previously prevented their collaboration [7], [8].

As we begin this research endeavor, it is crucial to understand that successful academic-practitioner cooperation entails more than just sharing information; it also involves empathy and a common vision for the future. We may address problems with a holistic strategy that produces results that are inclusive and sustainable by embracing variety in viewpoints and fusing the rigor of academics with the pragmatism of practitioners. We will examine case studies, success tales, and best practices throughout this project to emphasize the transforming effect of academic-practitioner partnership. Our research will add to the body of knowledge, provide policymakers and institutions practical insights, and motivate stakeholders to promote a cooperative culture that encourages innovation, creativity, and constructive change. a collaborative effort between academics and practitioners yields the best results in the quest of knowledge and advancement. In recognizing the strength of cooperation and information exchange, this study aims to highlight how it may help to create a better future for future generations. We aspire to pave the road for a society where multidisciplinary collaboration becomes the cornerstone of revolutionary change by comprehending the dynamics of effective partnerships and solving the

problems within. Let's set out on this trip together, embracing the limitless possibilities of knowledge sharing and collaboration between academics and practitioners[9], [10].

II. DISCUSSION

Collaboration between academics and professionals is well known to be a key driver of advancement, innovation, and social growth. These two fields might benefit from sharing their knowledge, skills, and insights in order to make ground-breaking discoveries, close the gap between theory and practice, and advance practical applications. This introduction lays the groundwork for a detailed examination of the importance and advantages of knowledge sharing and collaboration between academics and practitioners. Unprecedented improvements have been made recently in several disciplines, thanks to the seamless fusion of academic knowledge with real-world experience. Traditional distinctions between academics and industry have become more hazy, leading to a rising understanding of how complementing each other's contributions are. In a world that is changing quickly, the collaborative relationship between academic institutions and practitioners is more important than ever for tackling difficult problems and developing long-lasting solutions.

This study's objective is to examine the nuances of academic-practitioner cooperation in order to comprehend how it affects research, business practices, and societal well-being. This study aims to shed light on the most efficient methods for encouraging meaningful cooperation and information sharing across these two crucial pillars of knowledge dissemination by a thorough review of current practices, success stories, and difficulties encountered. The study also discusses the significance of an institutional environment that promotes and fosters the interaction between academics and practitioners. To further encourage a culture of information sharing, universities, research institutions, and organisations must create systems that recognize and promote successful collaborations. The results of this research add to the body of evidence already available on academic-practice cooperation and knowledge exchange. This study aims to encourage more meaningful communication and cooperation by highlighting the reciprocal advantages, which will eventually lead to improvements in research, business practices, and societal well-being.

Collaborative Research Methods

Action research

Action research is a study technique that Kurt Lewin and associates first established in the 1940s. As originally intended, it entails social setting participants working with an intervener, frequently an outside researcher, to diagnose problems in the setting, jointly develop methods of assessing the problems and their causes, design solutions, and evaluate the effects. The initial reasoning was that, in addition to solving the issues, academic writing about what had happened would advance knowledge. Action inquiry, action science, participatory action research, and participatory research are some of the methods of action research that have emerged in recent years. The emphasis on the academic results of action research has tended to shift in recent decades, at least within management, in favour of the implications on organisational contexts. Additionally, in recent decades, action research has undergone innovations such as appreciative inquiry, which starts with a system's strengths rather than its flaws.

Insider/outsider team research

Insider/outsider team research is founded on the understanding that insiders in a social environment, whose world is being studied because it is personally meaningful to them, often ask different questions about the setting than external researchers who are mainly interested in gaining generalizable information. Insiders and outsiders work together as core searchers with external researchers at all phases of a research project while doing insider/outsider team research. It is believed that this diversity of opinions and beliefs will lead to more solid theorizing. Following this methodology, insiders and outsiders jointly decide what should be investigated about a location, create the study's techniques, gather and analyses data, and then effectively communicate the results to academic and practitioner audiences. While such studies have been despite being useful in many situations, they may raise ethical concerns, particularly if research participants do not feel at ease knowing that some group members

have access to their opinions. To be successful, it also needs insider participants who are enthusiastic about advancing intellectual knowledge.

Mode 2 research

In a nutshell, Mode 1 knowledge is that which is often produced as a consequence of scientific investigation carried out by researchers in a single field and not anticipated to have any direct application to practice. Contrarily, mode 2 knowledge is cross-disciplinary and emphasizes answers to real-world issues. The knowledge produced in the context of the application, transdisciplinary, and diversity among those conducting the research project (including practitioner involvement throughout the project) are all characteristics of Mode 2 research in management. Decisions about the quality of the research are made based on how well it addresses the needs of all participants, not just scholars. Although there are few instances of this technique to study that have been published in scientific publications, it may be useful.

Design science

Herbert Simon made a distinction between the natural and engineering, or design, sciences. He said that whereas design sciences, such as management, are concerned with how things should be, and natural sciences are more interested in how things are. So creating efficient ways of action should be the goal of design science. Effective methods of action have been described as tried-and-true, "grounded" "rules" that help managers and other practitioners effectively solve issues they often run across in their social situations. Following a design science methodology, practitioners identify issues and carry out in-the-moment experiments with different sorts of action that solve these issues, probably in collaboration with an outside researcher. To assess the efficacy of different practises and to ascertain the underlying causes for why certain practises are more or less successful, academics collaborate with practitioners. Academics and practitioners together construct norms for how to respond to issues found on the basis of this study. Design science has a strong emphasis on practise improvement, hence its knowledge is seen to have pragmatic validity. Whether It matters more that the regulations created aid in practise than that they advance academic understanding.

Engaged scholarship

Engaged scholarship, a participatory research method created by Andrew Van de Ven, aims to better understand complex social issues by soliciting the opinions and insights of researchers, users, customers, sponsors, and practitioners. Four research activities grounding problem formulation in the real world, developing plausible alternative theories to address research questions, designing and conducting research to evaluate the alternative models, and applying the research findings to resolve the issue being addressed may involve participation from a variety of stakeholders. According to Van de Ven, informed basic research, informed collaborative research (such as insider/outsider team research), informed design research, and informed action research can all serve as examples of engaged scholarship provided that various groups of stakeholders have the chance to affect the research's direction and results. These results are anticipated to advance both academic research and clinical care.

Evidence-based management

Evidence-based management strategies are being created, building on prior attempts in social science and health. The production of systematic syntheses of what is known or not known about specific phenomena connected to a particular field of medical practise is referred to as the practise of evidence-based medicine. The syntheses often draw heavily on scientific articles but sometimes also include expert clinical judgement. The term "evidence-based management" describes the process of incorporating best-practice concepts into organisational practises. As a result, it also starts with the creation of systematic summaries of what is known about certain organisational themes and how what is known could guide successful action. It tries to bridge the gap between management research and practise by assisting "evidence-based managers" in making choices that are supported by organisational and social science research. Organisations must make participants (perhaps managers themselves, or other organisational members) accessible to co-conduct research with qualified academics in order for

collaborative research to take place. They must also take precautions to protect the privacy of data contributors. They need to have the capacity to use evidence in evidence-based practises, which practice.

Bridging Methods

There are numerous bridge functions that operate as linkages between academics and practise and are intended to facilitate cooperation in addition to these research methodologies. These include particular institutional contexts, certain personas, and particular periodicals that purposefully seek to link academic knowledge and practise.

Bridging institutions

There are certain individual positions that link research and application. One of these positions is that of an organisation development practitioner, who should be conversant in both academic literature relevant to organisational change and organisational processes as they take place in the real world, as well as be at ease speaking both the languages of academia and practise. The practitioner scholar is yet another function. People who identify as such often have advanced academic degrees, possibly from executive doctorate programmes, and operate in organisational contexts.

Bridging journals

Some periodicals make an effort to link research and application. *Industrial and Organizational Psychology: Perspectives on Science and Practice* is one such. In this publication, there are focused pieces on subjects that are relevant to both practice and scholarship. The articles get reactions from both academics and practitioners. Additionally, publications in journals like *Action Research* and the *International Journal of Action research* come from both academics and practitioners. Additionally, *HR Magazine* contains some practitioner material that has been translated from academic writing. At Evidence repositories for management practice are being created as of this writing. Systematic evaluations of research on specific organizational themes have started appearing in a new publication, the *International publication of Management evaluations*, and strategies are being created to provide practitioners access to academic databases. Managers may encourage bridging techniques in a number of ways. For instance, they may take part in bridging institutions' activities and read and perhaps contribute to bridging publications. Executive doctorates could be acceptable in particular circumstances.

Importance

The vast majority of the approaches discussed here have emerged and changed during the last 25 years, and examples of such methods arise more often every year. Collaboration between academics and practitioners is undoubtedly becoming more significant in light of this expansion. A growing number of academic academics are seeing the benefits of working on research projects with people from organisations, and new methods for collaboration are continually being created. Globally, the number of executive doctorate programmers is growing, and more and more managers are becoming engaged in evidence-based efforts, which is good news for bridging projects. Additionally, education has been impacted by evidence-based techniques; more evidence-based content is being created for lectures and as reference resources.

III. CONCLUSION

The study on Academic-Practitioner Collaboration and Knowledge Sharing emphasises the crucial position that collaborations between academics and practitioners play in furthering research, enhancing business practises, and encouraging innovation. The enormous potential of academic-practicing collaboration and knowledge sharing as a formidable force for change is repeatedly stressed throughout this examination. Academia and practitioners may collaborate effectively to handle complicated issues and produce significant results by acknowledging and resolving the hurdles, encouraging a collaborative culture, and using technology. In addition to advancing research and industrial practises, embracing and

fostering these relationships will make a substantial contribution to the growth and well-being of society. Building strong relationships between academics and practitioners will continue to be crucial as we go forward in building a more connected, creative, and affluent society.

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