

Scholarly vs. Buscom Writings : two sides of the same elephant?

Glen Alessi

University of Modena and Reggio Emilia

Department of Communications and Economics (RE)

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Outline (works in progress)

- Background (contextualizing concerns)
- Previous research
- Focus on language (in progress)
- future directions.

Background (contextualizing concerns)

- This gap between **academic knowledge** and **operational knowledge** can be seen in how **professors** and **practitioners** *independently view and value information and understanding* (Barnett: 1994).
- This clash in perceptions on ‘expertise’ has also led to major obstacles for **researchers** in accessing essential data “..reflecting a lack of *flexibility or dialogue* between **practitioners** and **academics**, with frustrated **researchers** facing exclusion and disadvantage without recourse “(Alessi/Jacobs : 2016, 4)

- “ *While I do not accept your view of knowledge, I cannot describe my own* “. (Schon 1983, viii) illustrates this epistemological rift.
- Academics struggle to make formalized knowledge relevant to the practitioner’s tacit forms of knowing and doing - born from experience, habit, trial and error, or, as intuition-based expertise, creating a contrast in consultative approaches.
- Are academics and practitioners like the blind men and the elephant? Are they looking at *opposite sides of the same coin* ? Looking at similar or the same concerns ---- or not ?

Pop Management Literature (PML)

- This perception gap or blindness is reflected also in the language which frames 'managerial knowledge' in BUSCOM writings (print, audio, online, blogs etc) as mostly widely found in pop-management literature (PML) vs. academic research (AR) .

Previous Research (selected)

- Critical Management Studies (CMS)
- Role of general media in the institutionalization of management discourse. (Frenkel,2005)
- Influence of PML and management ideas Mazza and Alvarez (2000)
- Influence of PML in everyday life. Hancock and Tyler (2004)
- *Relationship of PML and management practices.Furusten (1999)*
- Studied PML fantasy theme analysis (Wood and de Paula 2008)

Critique of content and consumers of PML: Focus on Self

- "books, videos, lectures and courses, often distant from the reality of labor relations, **seek to build a better 'I'**, appeal to the emotional, transiting mainly between *self-help literature, technique and esoteric beliefs* (...) this literature **places the individual** at the center of their own success, in an environment marked by freedom, and in which the responsibilities for their success or failure fall largely on **themselves.**" (Carvalho, Carvalho & Bezerra, 2010)

Critique 2...PML Simplistic, not credible

- “..contents that proliferate in these books and other means of communication, are **summaries of theoretical approaches** of administration distorted to a **simple and minimalist vision**, removing (...)the need for macroeconomic understanding (...)and are therefore **distant from scientific and academic knowledge...**”

Barbato & Patriciao (2016 : 20)

Critique 3... Fake and Easy

- Ghostwriting for gurus, faking information, fabricating, **pseudoevents**, **pseudoknowledge**, pro-genitors of fashionable ideas, cyclical , from concrete to spectacular, blurring, making things seem true, vivid, reduced, **easily digestible**. Clark and Greatbatch (2004)
- "They are packaged to be **concrete, immediately graspable**, and most importantly, to have maximum impact and mass appeal.". Clark and Greatbatch (2004: 398)

Critique 4. New, Improved, Urgent

- "These (...) focus on a single factor, the contrasting of old ideas with the new such that the latter are presented as qualitatively better and superior, the creation of a **sense of urgency** such that the introduction of the **ideas is presented as pressing and unavoidable**, the linkage of the ideas to highly treasured management values, case studies of outstanding success, and a stress on an ideas **universal applicability** "Clark and Greatbatch (2004:401)

Academic Research and PML: Limitations

- "...academics have had **limited success** at intervening in the **management-fashion-setting process**". Clark and Greatbatch (2004:420)
- "**Little is known** about the degree, direction, and type of *intellectual influence* that exists between the **scholarly debate on management** and **popularization media**." (Schulz & Nicolai 2015:32)

Academic as better

- "Overall, in this dominant view, scholars' disregard for the process of transferring scientific knowledge from scientists to practitioners is based on the conviction that popularization does not enhance and may in fact even **damage academic reputation**."(Schulz & Nicolai 2015:32)
- "Scientific knowledge that is superior to **everyday popular knowledge** is transmitted to what is perceived as a **passive lay public** or **professional audience** (Whitley, 1985)."
- ..in this hierarchical sender-receiver model, (from **science** to **practice**) **scholarly research** is located at the "**upstream side**" of the knowledge flow (Hilgartner, 1990")

Language to consider in PML

- **Metaphor and analogy** are seen as suitable but equivocal mode for framing complex messages – enabling simplification, influence awareness and strengthen positive attitudes towards the message. (Konig et al 2018)
- **Direct discourse representation with a reporting verb** seen as more typical in popularized writing: attributing more asymmetrical authority to scientific writing/research and minimizes the fusion, evaluation or appropriation of quoted voices as found in journalism (de Oliveira and Pagano 2006:643)

Language to consider in PML : Buzzwords

- Reengineering vs. Total Quality Management
- Conscious Listening (PML) vs. Active Listening (CA)
- Boss = Leader
- Employee = collaborator

Language issues to consider: KW in PML

- achievement, action, activities, activity, agenda setting, autonomy, awareness, behaviour, beliefs, change, coaching, command, commitment, communication, community, conflict, control, coordination, culture, design, development, diagnosis, dialogue, direct, diversification, dynamic, effective(ness), efficient, empowerment, enhancement, enrichment, entrepreneurship, evaluation, evolution, exercise, experimentation, flexibility, forecast, function, goals, identity, implementation, information, infrastructure, innovation, interaction,
- knowledge, lead, leadership, learning, listening, markets, measurement, measuring, model(s), motivation, networks, objectives, organize, perception, performance, personality, plan(ning), power, practice, prescriptions, principles, priorities, proactive, problems, process, productivity, programme(s), project(s), quality, reflection, relationships, self-determination, skills, solutions, strategic, strategies, strategy, structure, style, systems, teams, technology, templates, thinking, training, transformation, value(s), vision ([Hancock and Tyler, 2004](#))

Language issues to consider: Key Phrases PML

- building shared vision; choose life; creating a sense of urgency; creating life as a learning lab; crisis and transformation; developing competence and commitment; forming oneself; how to; identify(ing) strategic priorities; intrapersonal mastery; knowing yourself; lifetime goals statements; manage from the inside out; managing yourself; mastering paradox; personal mastery; personal reframing; personal sovereignty; pursuing fast paced innovation; quantitative belief systems; quantitative innovation goals; redesigning life; resolve goal conflicts; responsible individualism; strategy for effectiveness; turning around performance problems; work smarter, not harder; attaching formulation to implementation; being successful; building 'mental models'; conflict management; connecting thinking to acting; constant innovation; continual performance review; development of the self; diagnosing development; entrepreneurialism in performance control; establishing goals; learning about strengths and weaknesses; maintaining control; management by objectives; managing change; operating principles; performance appraisal; perpetual change; personal action plan; personal objectives; personal productivity; planning and commitment; project management; pursuit of clearly defined goals; self-renewal; setting objectives; shared values; strategic change; training needs analysis. (Hancock and Tyler, 2004)

Current stage : Research Questions

1. Given the extant debate on directions and degrees of influence of pop-management literature on academic publications (and vis versa), are newer formats eg blogs, newsfeeds, book abstracts, social media etc, confirming or disproving directions ?
2. To what degree have academic publications normalized lexicogrammatical choices from PML, while still claiming authoritative stance ?
3. To what degree and in what ways has strategic language usage in PML helped advance , normalize and legitimize managerialism, bypassing evidence-based research?

Frameworks and Data (partial)

- CADS (Corpus Assisted Discourse Studies) (Partington et.al.2013, Hardt-Mautner 1995)
- Critical Genre Analysis (Bhatia V.K., 2010 ,2017)
- Critical Management Studies (Furusten, 2000, Kilkauer 2013, Yeatman& Costea, 2018)
- PML Website corpora* WebootCat (Sketch Engine)
- “Medium Daily “ PML Website 985,494 tokens
- Conscious Communication 382,997 tokens
- Business to Community 1,959,643 tokens
- Bookboon 948,182 tokens
- Business to Business White Papers 19,588 tokens
- Business to Business Website 2,001,001 tokens
- PML book abstracts 131,876
- .. And more...

What to look for

- Close reading – stylistic and genre features. (eg + - fantasy narrative/PS)
- Word / phrase frequencies. (unobvious/ unexpected usage)
- Keyword/multiple key word list/analysis (old PML new PML)
- Concordance readings
- Sketch-Diff (comp/contrast between usage) (boss, leader, manager)
- Generalizations on *evaluative use/usage*

Importance markers

- Highlighting importance or relevance of statements made or about to be made.

- Four Parameters of Evaluation:

Certainty, Expectedness, Good-Bad Polarity and **Importance**

(Thompson & Hunston 2010)

- Persuasive framing.

Importance markers – standard emphasizeers

- **lexical items** : *key, important, vital, essential / good-bad / etc.*
Bednarek (2008: 106)
- *Your key* requirements should be listed down clearly and explained to the solution providers .
- It's *important* to remember that this is *your* journey.
- Be *yourself*, authenticity is *vital* to effective teaching.
- Ticking off this box is *essential* when *you* aspire to become an Agile leader.
- (emphasizeers plus personal reference)

Importance markers 2: **necessity** /uniqueness

- **Need** 1,787
- Have to 770
- Needs to be 60
- Must 421
- Requires 89
- Necessary 141
- Absolutely 92
- Carefully 34
- Ever 325
- Every 888
- **Only** 1,389
- **First** 1,250
- **No** 1,871
- **Never** 1,298
- Best 805
- Real 434

Importance Markers: Personal Relevance/ Big Numbers

• You	11,947	100	(229)
• Your	4,897	10,000	(12)
• If you	1,245	100,000	(11)
• I	12,150	Million	(273)
• My	4,030	Billion	(141)
• Myself	319		
• Individual(s)	271		
• Self	134		

Mention of other **importance** markers

1. WH- Clefts : focus on importance to be announced (topic fronting) eg.

“But, What we so often forget is..... “

“ What’s not to like about .. “

2. Interrogatives as topic intro/ emphasis:

“ But, what happens if someone...? “

“ What should you do ? “

3. Argument framing (scale)

(-)beginning/problem (+) solution-evaluation ending

Problem Solution or Goal-Goal Achievement

4. Good-Bad Evaluation : backgrounding negativity / foregrounding positivity

Forced lexical priming (Duguid & Partington , 2013)

- Buzzwords , sloganization, quantification
- «Our knowledge, use and expectations of language are, of course, determined by our exposure to the language in context, but(...) **not all exposure is the result of random personal experience.**”
- “..Forced primings are frequently **repeated phraseologies** – resulting in messages being **deliberately** flooded into the discourse for a particular purpose. Institutions and enterprises spend considerable investment in encouraging priming through **planned repetition**, a process Fairclough has called the “ **technologization**” of discourse (1996: 71-83)”

Forced primings

- setting objectives
- shared values
- strategic change
- training needs analysis
- mastering paradox
- building 'mental models'
- TQM (total quality management)
- Reengineering

Quantification (as overlexicalization ?)

- '525 ways to be a better manager',
- 'manage your time in eight steps',
- 'nine ways to change people',
- 'select your three A-goals', '
- six tips for effective time management',
- 'six ways to make people like you',
- 'the five basic value-adding strategies',
- 'the four capability building blocks',
- 'the seven keys to super efficiency'

Overlexicalization

Overlexicalisation gives a sense of **overpersuasion** and shows that something is problematic or contentious(...)abundance of particular words and their synonyms (Teo , 2000)

Male Nurse

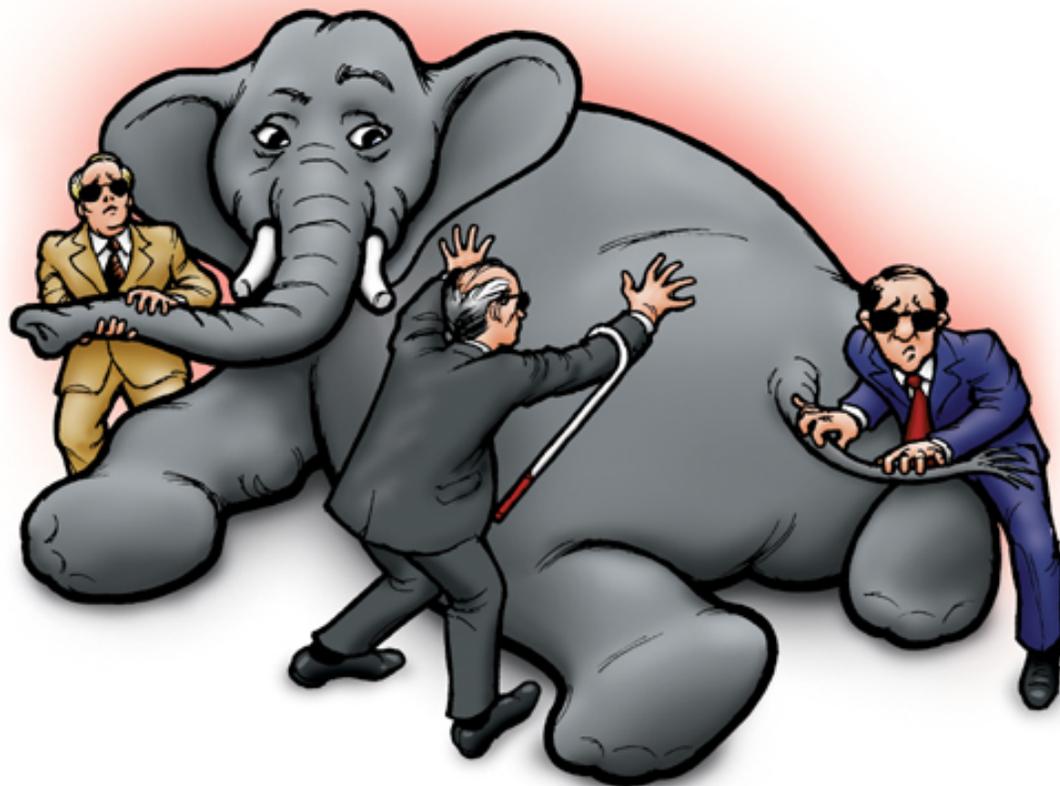
Female Doctor

- Previous accounting is **better in every way**, from **efficiency** to **improved security**, **enhanced quality** of the product **and** a **higher output**. The **consistency** that comes with an **automated** accounting **software** is **unmatched**, resulting in a **sense of control** over **product quality** which is **certainly an asset**. Accounting **automation** helps **streamline** your existing processes, thus **helping you** and **your clients** make **educated and enhanced** decisions. One of the **most important** yet often overlooked **benefits** of **automation**

...future inclinations.. Flipping the coin.

- Compile edit and select target corpora (PML and AR)
- Compare selections to confirm or disconfirm existing upstream downstream language.
- Identify how digital and social media formats , intertextually interact or influence the two 'management knowledge ' domains PML&AR,.
- Identify how language choices may be recognizably affirming adherence to managerialism (in practice and as an ideological stance)
- Recognize elements common to and contrasting to both PML and AR.

.. Thanks, comments welcome.



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