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Introduction to Linking Theory & Practice

Insights of five outstanding scholar-teachers

Alvin Hwang

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Jennifer Moss and Jay Barbuto uncovered useful insights in their interview article: "Doctoral Advising, Research Productivity and the Academic Balancing Act: Insights From Michael A. Hitt, Edwin A. Locke, Fred Luthans, Lyman W. Porter and Anne Tsui." By using in-depth interview anecdotes from these five top scholars in the field, the authors shed light on how productive academic faculty manage multiple demands that are made on them in the course of their work. Lessons on how these five top scholars manage different demands should be invaluable to others who have similar responsibilities. Instead of focusing on traditional research, teaching and service demands (Toews and Yazedjian, 2007), this article shows how productive faculty manage doctoral student advisement, research (and teaching) and service.

In doctoral student advisement, these five scholars either take the stand that doctoral students are mentees (Green and Bauer, 1995) or colleagues. These two different approaches require different perspectives and relationships. Nevertheless, both approaches expect doctoral students to be diligent and productive in their assignments and to be willing collaborators with professors (Zipp *et al.*, 2009). Second, all five scholars emphasize the importance of flexibility in time management, with specific stretches of uninterrupted time needed for research on a regular basis. They also point to the need for time away from their offices and to be in their personal space at home so as to accomplish research and writing demands. The third area of focus was demand for service in the university and the profession. Balance was also important in this area. While some scholars mentioned teaching issues, teaching did not emerge as a separate theme in the interviews. This was despite the teaching award received by Michael Hitt and attractiveness of teaching to Lyman Porter. In addition, Fred Luthans equated teaching and research as equal priorities. Thus, teaching seems to be a taken for granted part of life for these scholars. The depth of insights from anecdotes in the article should provide readers with timely wisdom in managing doctoral student advisement as well as research, teaching, and service demands in their workplace.

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