

The Best Way to Publicize Our Research to Practice

*R.K.VAITHIYANATHAN

Abstract

*I am delighted to share my ideas on innovation particularly in business research which contributes for management innovation. On resilience and human performance it should always be practical and suitable to have actionable and sustainable marketing knowledge for the effective strategic execution of our research ideas and findings. Keeping that in mind I have designed this paper and this paper is ultimately aimed at total transformation and insists on the **"Best way to disseminate our research to practice" by creating an ambitious "Management Innovation Laboratory"- MIL.**Page 11 of the Financial Times of April 29th was headlined **"Shredded Credibility? The MBA industry may be facing a shakeout"**. The May Harvard Business Review has an article by **Warren Bennis and James O'Toole**. It's titled **"How Business Schools lost their way"**. It follows themes developed by Stanford's Jeffrey Pfeffer and others over the past few years. In the business world we value performance – outcomes, achievements – as much as the ideas which drive it Like their students , research sponsors , recruiters, funders and business partners – business schools must build themselves as **"organizations fit for the future by conducting practical research coupled with the organizational present as well as future purposes "**. We have lot of bottlenecks in executing our research ideas and the hum tin reasons are there namely and It is addressed in my paper.the huge gap between what is wanted by the actual business and what is supplied by the researcher or research and failing to recognize the worthy and relevant research contributionsNo professional forum to encourage and fund the research programs Failing to be 100% in our effort of supporting the business needsInnovation is*

* Asst.Professor, Park Global School of Business Excellence, Coimbatore

the key element to take it to the business crowd

My general focus is on “THE BEST WAY TO DISSEMINATE OUR RESEARCH TO PRACTICE”

Specific focus: Marketing Functional Focus

Getting research findings into practice

This paper explores ways in which the distance can be reduced in Marketing research, policy, and practice.

First, it describes two paradigms of marketing knowledge and how marketing knowledge is used or generated by practitioners: marketing knowledge utilization and marketing teachers' self-generated marketing knowledge. The distinctions between these two positions, it is argued, are much less clear cut than is commonly claimed.

Indeed, I suggest, in a complex, diverse, and rapidly changing postmodern world, the boundaries between university discourse and school-level discourse about education should become more open still. The remainder of the paper exemplifies and analyzes how these different forms of marketing knowledge and discourse in education can be transformed in productive ways.

The Principles of Marketing Research was created in response to the educational needs expressed by the

marketing research industry. It is designed to teach the core body of knowledge of marketing research. This distance learning course is the first, and currently only, program of its kind for marketing research professionals to teach how to conduct marketing research and implement the research findings.

MRA provided the initial funding for the development of the Principles program and established Marketing Research Institute International (MRII) to oversee its development in conjunction with the University of Georgia. MRA endorses the Principles program and continues to provide support to MR. MR Association members can enroll at a discounted rate in this comprehensive distance learning program.

Marketing Research Core Body of Knowledge

The Marketing Research Core Body of Knowledge (MRCBOK®) represents the fundamental principles and essential skills that compose the marketing research process.

Basics of Marketing and Its Interface with Research

Marketing researchers need an understanding of marketing so they can communicate and work effectively with marketing professionals. Knowledge of marketing in terms of fundamental and critical functions is imperative.

Learning Objectives:

- Define marketing as both a business function and a process.
- Identify and define all of the major elements of marketing.
- Explain the components of the marketing mix and product mix.
- Define Products and services and identify the marketing elements that differentiate them
- Explain the product life cycle.
- Explain the need for marketing advantage and its impact on business success.
- Explain market segmentation, market positioning, sales forecasting and market forecasting; their impact on marketing efficiencies; and their integration into the strategic market planning process.
- Describe the various approaches to product/service pricing and discuss the development of pricing strategy.
- Explain the relationship between marketing and marketing research in a typical business
- Explain the difference between a consumer and an organizational buyer in terms of behavior and impact on marketing programs.
- Discuss product accessibility, explain marketing channels, name several typical channels for both consumer products and business products, and explain what is meant by channel conflict.
- Discuss the various ways to create customer awareness
- Discuss how customer service and customer satisfaction affect the various elements of marketing.
- Explain the differences and opportunities associated with domestic and international marketing.
- Discuss the societal and ethical dimensions of marketing.
- Describe the role of the marketing professional in the corporate environment.
- Apply marketing concepts and practices in marketing decision-making.

Planning the Research Process

- This defines marketing research and describes the skills required to identify the business problem, the decision alternatives, and the client's needs, which are critical components of a research project. The marketing research professional is expected to be an expert in planning the research process, on the one hand knowing and understanding the market information needs of decision makers, and on the other hand knowing the proper processes and procedures for obtaining that information.
- Learning Objectives:

- Understand the needs and values of business management
- Describe how typical businesses define marketing and management problems.
- Describe in detail the steps in the scientific method and its relationship to marketing research.

Finally the principles for reinventing the nature of and relationships **between marketing knowledge creation and marketing knowledge utilization in education are outlined. Closing the gap between research and practice: an overview of systematic reviews of interventions to promote the implementation of research findings.**

Factors responsible for the gap

New marketing knowledge does not guarantee changes in practice, largely because of human elements. Beliefs and expectations about a new technology have significant effects on what will be done with the new information.

Furthermore, the relationship between persons who propose an innovation and those who are responsible for implementing it is critical. Many of the problems in translating research into practice in the substance abuse field—for example, institutional and administrative constraints, lack of staff support, and inefficient marketing knowledge dissemination—are similar to challenges faced by professionals in other fields that

have implemented new technologies.

Growing dissatisfaction with the treatments offered through substance abuse services has increased consumer demand for new approaches. The fact that many insurance plans do not provide adequate coverage for substance dependence also indicates a demand for additional treatment options for consumers.

Consumers, along with their families, are taking an increasingly active role in their health care. They are no longer passive recipients of recommendations made by their physicians. The popular press, the Internet, and multimedia advertising have allowed consumers to learn about new health care technologies and medications that may help treat their illnesses.

However, little has been published for consumers on the results of research findings. Communication with consumers of substance abuse treatment and with their families should be an important component in the blending of research and practice, because these people are directly affected by the decisions made.

Consumers need to take an active role in state and local advisory groups to voice their concerns and ensure that new treatment services are implemented. It has been suggested that stigma and denial inhibit consumer action and familial support. However, if researchers and providers increase their communications

with consumers and their families, and if these stakeholders are given more opportunities to provide feedback to the substance abuse treatment community, some of the misunderstandings and apprehensions of consumers may be alleviated.

I positively feel that the following are the reasons for why the distant is huge between research and practice?

- Absence of systematic reviews of rigorous studies done already
- Failing to provide the best evidence on the effectiveness of different strategies to promote the implementation of research findings
- Passive dissemination of information is generally ineffective
- It seems necessary to use specific strategies to encourage implementation of research based recommendations and to ensure changes in practice
- Further research on the relative effectiveness and efficiency of different strategies is required
- Absence of action research

The Best Practice Research Scholarship programme (BPRS) was one of a series of initiatives designed by the English Department for Educational Studies (DfES) between 2000 and 2003, to support marketing teachers' continuing professional development.

In countries like UK Each year, around 1,000 Scholarships of up to £3,000 each were awarded to serving classroom marketing teachers to engage in supported, school-focused research. This paper reports an evaluation of the national scheme during its last year. Documentation from a stratified random sample of 100 proposals and reports were examined and case studies undertaken in a sub-sample of 20 schools.

So my paper describes the major features of the scheme including topics studied, research methods employed, and the occupational position of marketing teachers involved. In order to establish a basis for an evaluation of the scheme, the paper explores the nature of the projects and the extent to which they could be characterized as research.

The Argument

In the Indian context It is argued that for most marketing teachers, the primary purpose of the projects was not to contribute to the public stock of marketing knowledge but to improve practice within their own schools. The criteria for evaluating projects, it is argued, should therefore include their impact on marketing teachers' own professional development, on their teaching practice, on pupils, on parents, and on their colleagues.

Evidence is presented to suggest that projects did indeed appear to have considerable impact on all of these factors though only in a minority of cases was the evidence considered to be robust.

The paper goes on to raise questions

about the problematic nature of quality in marketing teachers' research and the associated difficulties with 'dissemination'. The paper concludes by exploring the different factors that might affect the success of marketing teachers' research including mentoring, finance and their occupational position within the system.

- "Complexity of thought need not lead to impenetrability of expression"
- "Improving the quality of writing actually improves the quality of thought."

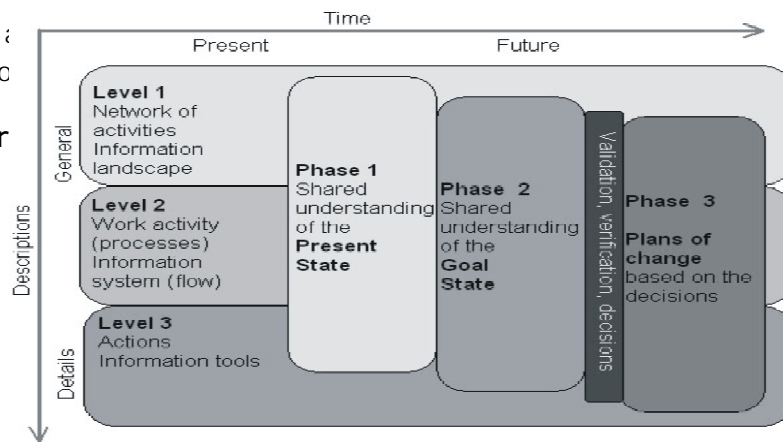
—Gopen & Swan (1990)

- "We need to exorcise the myth that, to write readably about science, authors have to write superficially or grossly simplify their subject."

—O'Donnell

- "These :
metamc

The research



g itself
strong (2005)

The above will show the Marketing information system's Dimensions, levels and phases of the Activity-Driven Model

The ways to transform theory into practice

I hope positively that the below stated may help our core aim of converting our valuable theories into hard core practice.

- Comprehensive Open Access networks or centers of excellence

- Discipline based scholarly platforms
- Articles enhanced with explanatory links and informational sidebars
- Hybrid models of publishing
- Peer-review and non-peer review
- Integration of databases
- Access to data sets

- Research process open to community discourse & discovery
- Trends during the 1990s in patenting and licensing.
- Unanswered questions and concerns
- Research Corporation in 1912 to manage university patents and support scientific research.
- University patenting drew on research collaboration with industry in a number of sectors.
- Considerable ambivalence within U.S. universities over a direct university role in management of patenting, licensing.

Many universities “outsource” patent and licensing management to entities such as the Research Corp and public universities appear to be more active in direct management of patenting and licensing. This encourages commercial development of federally funded inventions in university and government labs.

According to me the Entry by universities into patenting should be increased considerably

I am highlighting some of the important patenting

- High-intensity” academic patenters (more than 10 patents assigned during 1970-80) account for 87% of academic

patents in 1975, 64% in 1992.

- “Medium-intensity” academic patenters (< 10 patents during 1970-80) account for 15% of academic patents in 1975, 30% in 1992.
- “Entrant” academic patenters (no patents during 1970-80) account for 0% of patents in 1975, 6% in 1992.

We still have lot of unanswered questions and concerns, They are as follows:

- What are the institutional objectives of university patenting and licensing?
 - Income generation from licensing fees/royalties.
 - Technology transfer for regional economic development.
 - Research fundraising.
 - How do universities manage conflicts among these objectives?
- What evidence do we have on the effectiveness of patents in supporting the transfer and commercial application of university technologies?
- How if at all has the growth of university patenting affected the “research culture” of leading US universities?

Transformation of Academic Research

Scientific research is undergoing a phenomenon that is reworking the very

foundation of the research process itself, from start to finish. Core elements of this transformation include: open access and societal participation, i.e., weblogs

Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

Funding—Scientific Research

The country like USA is investing huge money on research and also for converting the research findings into valuable action. For Example **National Institutes of Health (NIH)—leading source of basic research funding \$28 Billion**

US Gov.	59%
Universities	29%
Other	7%

Patents and scientific papers

73% from governmental sources

27% from industrial scientists

The easy steps to bridge the gap

First, researchers and practitioners must recognize that the gap will not disappear quickly without an active, reciprocal effort.

Second, additional joint forums—meetings and conferences—must be developed so that practitioners and researchers can exchange ideas and information. These discussions must also include policy makers and consumers of substance abuse treatment.

Third, a multilevel effort must be made to promote the implementation of new substance abuse treatments.

If it is a Hospital it has to work like this

The following groups must work together to ensure that evidence-based treatments are available to persons who are seeking substance abuse treatment services: treatment innovators and researchers; regulatory agencies; service providers; physicians, nurses, and allied health care providers; program administrators; counseling staff; payers and purchasers of substance abuse services; and consumers and their families. Finally, we must adapt the lessons provided by industry and other areas of science and facilitate system changes such as those described in the literature on technology transfer

Conclusion

With the advent of increased OA sources and weblogs, the structure of academic research and publishing has already begun to change. Utilizing the notion of the “public good” as a guiding principle, scientific research and communication will continue to evolve in conjunction with societal participation.

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