

IOA RESEARCH COMMUNICATION:
A PROTOTYPE

DEPARTMENT OF ORGANIZATION
COPENHAGEN BUSINESS SCHOOL

SEPTEMBER 2023

IOA Research Communication Task Force in close collaboration with the IOA Head of Department (HoD). The taskforce was established in April 2023. The IOA department day took place 9 June 2023. The subsequent work and editing by the taskforce happened in August-September 2023.

Task Force members (listed alphabetically):

Christoph Houman Ellersgaard, Associate Professor

Emil Husted, Associate Professor,

Peter Holm Jacobsen, Assistant Professor

Marianne Benfeldt Kellman, Academic Officer

Susanna Kugelberg, Postdoc

Poornima Luthra, Associate Professor (teaching)

Megan Tobias Neely, Tenure Track Assistant Professor

In collaboration with Carsten Greve, Head of Department

September 2023

Research communication at IOA: a prototype

Created in September 2023 by the IOA Research Communication taskforce in close collaboration with the HoD

At IOA, we value multiple channels of research communication. While there has been a greater focus on more “traditional” ways of communicating our research through research publications in peer-reviewed journals, we are expanding this to include other forms of research communication channels to help increase the impact that we as a department have on individuals, institutions and wider society. We of course value publications in journals, and see this as an effort to further enhance our research communication and impact.

During department day on 9 June 2023, all staff and faculty in the department were involved in brainstorming and discussing various forms of research communication channels beyond journal publications. We are working with the premise that publishing in journals is a well-understood and established channel.

At IOA, we see the various research communication channels as a means to:

1. **Engage** with stakeholders that include students, other universities, public/ private organisations, the wider society, etc.
2. **Explore** opportunities to collaborate with media outlets and public/ private organisations to disseminate our research.
3. **Empower** our students, public/ private organisations and the wider society with evidence-based research to further their practice and learning.



To be able to **Engage, Explore and Empower**, the following 6 channels of research communication were chosen at department day to focus on. From the various ideas of research communication channels generated at department day, the following six avenues were the ones that the vast majority of faculty were most keen to engage in, and the ones that staff and faculty felt would make the most impact in addition to journal publications:

1. Podcasts
2. Private sector engagement: Knowledge brokers/ practitioner conferences/ companies/ practitioners
3. Mainstream media
4. Department curated information for dissemination
5. Public sector engagement
6. Teaching

In this document, based on the input received at department day from the discussion groups, we provide some guidelines and ideas to communicate research through each of these channels. This document is a work-in-progress and continuously evolving. The task force setup for this purpose intends to revisit this document in a year's time.

Next steps:

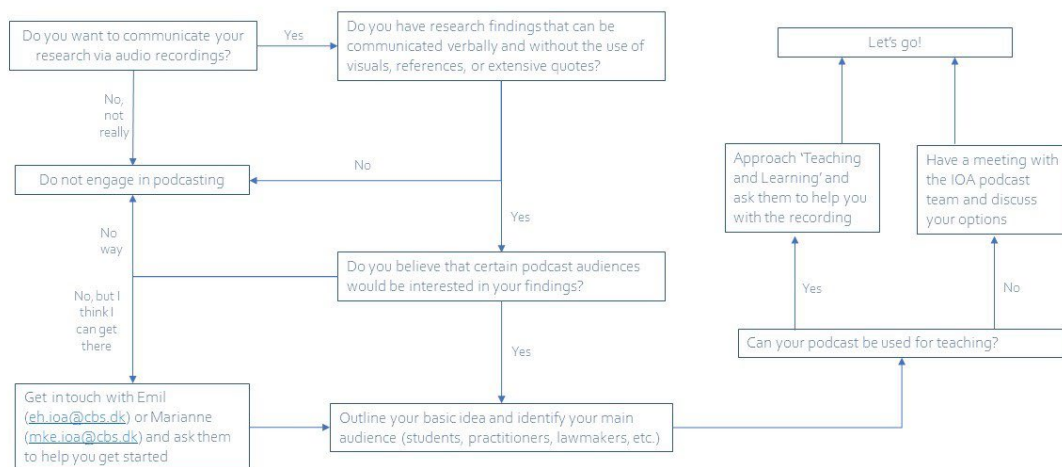
Research groups, research projects and individual researchers are encouraged to read through this document and make a plan to disseminate their research through some or all of the six channels. It is encouraged that these groups and individuals keep track (through links, data, videos, quotes, etc.) of their research communication across these channels to be further shared via CBS channels, as well as provide an assessment of the impact/ potential impact on the key stakeholders.

1. Podcasts

- a. Research communication through this channel involves disseminating research via audio recordings. These recordings can be more or less professionally edited and include sound effects as well as other means for getting a particular point across. They can be structured as studio-recorded monologues or conversations, as 'in the field' recordings, as sound assemblages, or take many other forms. Podcasts are being made by several people at IOA. For instance, Pedro Monteiro is involved in a series called *Talking about organizations*, and Malia Carvalho is hosting a series called *Found in translation*. Furthermore, two series are dedicated explicitly to disseminating IOA research. One series is called *Organisationers verden* (hosted by Peter Holm Jacobsen and Marianne Kellmann), the other is called *CBS Sustain* (hosted by Susanna Kugelberg, Stine Haakonsson, and Marianne Kellmann).
- b. Resources for podcasting include two professionally equipped studios on campus (in the Kilen basement and in the Rose Villa) and professional staff at Teaching and Learning. Furthermore, the podcast series "Organisationers Verden" (currently edited by Peter Holm Jacobsen and Marianne Kellmann) has received funding from the Dean's office. All contributors to the series receive 10 hours per episode.
- c. External resources & potential partnerships: Marianne Kellmann, Sara Muhr, and Emil Husted have recently submitted a Carlsberg application for a comprehensive podcast project, dedicated specifically to disseminating IOA research.

- d. Potential impact: The impact of podcast is considerable. In 2021, 27% of the Danish population listened to more than one podcast each week. Four years earlier, that number was just 15%. On average, podcast consumers spend almost 7 hours a week listening to podcasts. In Denmark, people between 19 and 34 are the most frequent podcast users, and those with a high school or university degree are much more prone to listen to podcasts than those without. 'Comedy' and 'true crime' are the most popular podcast topics worldwide. However, in Denmark, topics like 'society' and 'science' are by far the most popular.
- e. Points of contact in IOA: Marianne Kellmann is a trained podcaster and can therefore help people get started on their own recordings. She also knows how to edit podcast episodes and can offer advice on how best to compose an episode. Marianne is, furthermore, part of an IOA podcast team, which also includes Susanna Kugelberg, Stine Haakonsson, Peter Holm Jacobsen, and Emil Husted.

How to get started on podcasting



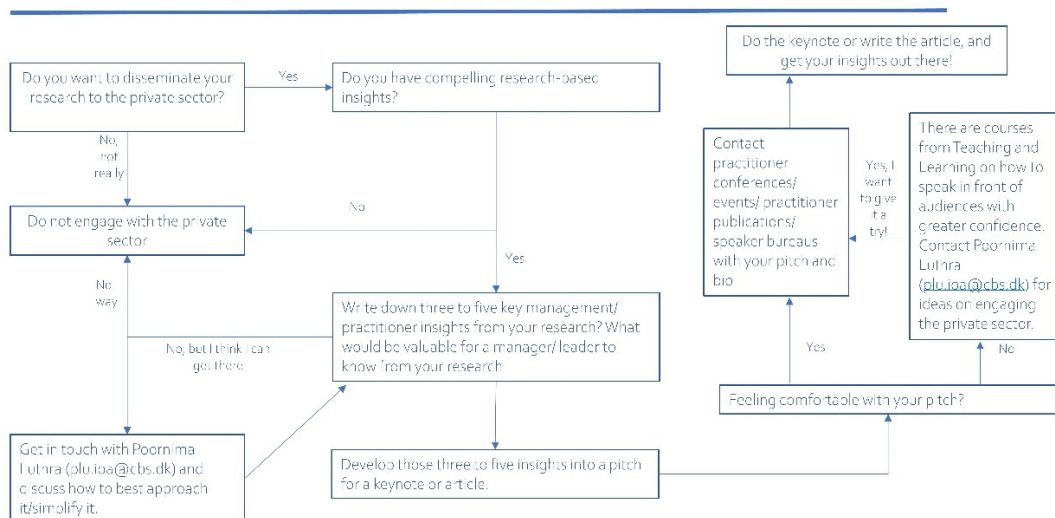
See appendix for full-size flow chart

2. Private sector engagement: Knowledge brokers/ practitioner conferences/ company events/ practitioner events

- a. Research communication through this channel involves disseminating research findings through presentations at conferences, third-party events, practitioner conferences, practitioner publications, company events etc.
- b. Resources for support
 - i. Research groups: research groups can highlight the key platforms where faculty can share their research with the wider business community.
 - ii. Alumni groups: Fostering relationships with former students is a key avenue to gaining access to the business community. This can lead to invitation to speak at events and conferences.

- iii. Expert advisory groups: Joining CBS task forces and expert advisory groups alongside other academics and practitioners is a great way to network and share insights with practitioners.
 - iv. CBS's database on experts: Sign up to be an expert through CBS' expert database so that external parties can find you based on your research expertise.
- c. External resources & potential partnerships
- i. External expert advisory groups: Joining external task forces and expert advisory groups along side other academics and practitioners is a great way to network and share insights with practitioners.
 - ii. HRM organisations like NOCA/ CRANET: These organisations conduct events and practitioner conferences where you can be invited to share insights.
 - iii. Leadership organisations like DJØF/ HR Chefen: These organisations have publications that can be good outlets for disseminating research
 - iv. Harvard Business Review/ WEFForum/ California Management Review/ SHRM: These are global practitioner publications where you can pitch your insights to be shared with the wider business community. Here are some resources to help when writing for these platforms: HBR: <https://hbr.org/guidelines-for-authors> WEFForum Agenda: <https://www.weforum.org/agenda/2020/12/write-for-agenda/> California Management Review: <https://cmr.berkeley.edu/resources/submit/> SHRM: <https://www.shrm.org/hr-today/news/pages/shrm-writers-editorial-guidelines.aspx>
- d. Potential impact: Low/ medium effort with high impact – This research avenue has the potential for high impact with low to medium effort. The key is to be able to translate research into actionable and practical insights for practitioners.
- i. Points of contact in IOA: Poornima Luthra (plu.ioa@cbs.dk)

How to get started on engaging with the private sector?

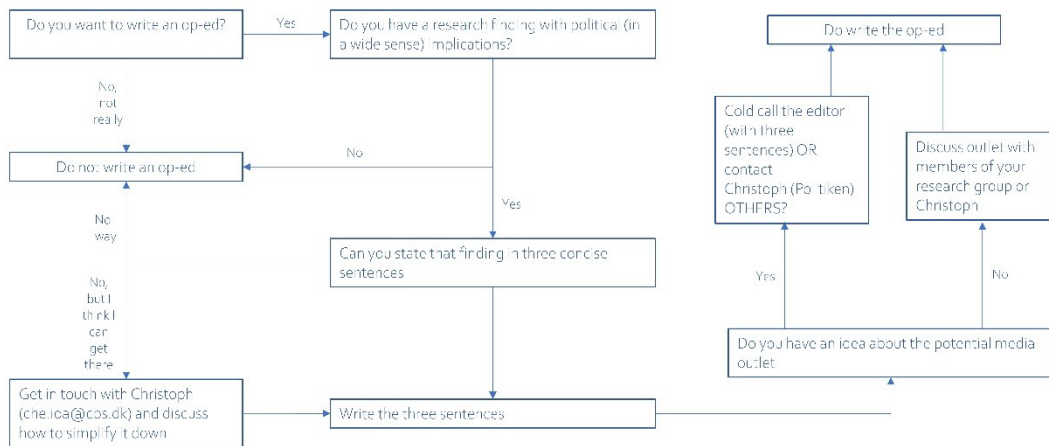


See appendix for full-size flow chart

3. Mainstream media

- a. Research communication through this channel involves acting as an expert on topics of interest to mainstream media *and* setting new agendas in mainstream media through i.e. op-eds or reaching out to journalists with new stories based on research done at IOA
- b. Resources for support
 - i. The [CBS communication office](#) can provide help with getting a story across to a wider audience and design a research communication strategy for larger communications efforts.
 - ii. Senior members of research groups will often have experience with acting as sources in different media outlets, otherwise get in touch with the point of contact
 - iii. CBS also offers media training
- c. External resources & potential partnerships
 - i. For more field specific stories, building partnerships as source for journalists in that field can be a great way to get into mainstream media. Try to understand how journalists work so you can help them out, for instance by suggesting another source if you cannot help them on a particular subject
- d. Potential impact: IOA and CBS visibility in the general public is increased, which hopefully show stakeholders and future student that we do work that is relevant for business and society.
 - i. To make a research finding reach mainstream media: Requires a hard effort in translating finding to broader public and help journalist tell the story. May however help establish presence of researchers in media
 - ii. Writing an op-ed. Less effort than breaking research finding story and more control. However, this means taking on a different role as researcher, where you also draw some political (in a wide sense of the word) implication of your research
 - iii. As media expert source: Takes time and lots of effort to establish a presence, but less effort maintaining the role
- e. Points of contact in IOA: Christoph Ellersgaard (che.ioa@cbs.dk)

How to get started on an op-ed or comment for a major newspaper



See appendix for full-size flow chart

4. Department curated information for dissemination

- a. Research communication through this channel could include relaying key research findings to CBS journalists, an external department newsletter (e.g., Organize! for the public), blog/news webpage, and/or further development of the department's social media channels (e.g., X FKA Twitter, Facebook, LinkedIn, etc.) to disseminate information about publications/findings, new projects, initiatives, outreach, and public events.
- b. Resources for support: Individuals and research groups could contribute content for dissemination. The new external CBS newsletter, "[Copenhagen Business News](#)", the [Copenhagen School of Energy Infrastructure's newsletter](#), and [CBS Law's newsletter](#) could provide ideas for what to include and the format of a newsletter. External examples of newsletters and blogs include the following: [HBS Working Knowledge](#), [LBS Leadership Institute's Think @ LBS](#), [LSE's Impact Blog](#) (for all LSE blogs, refer to this [link](#)), [Insights by Stanford Business](#), [Stanford Center for Poverty & Inequality's CPI Newsletter](#) (the CPI newsletter is widely read by academics, journalists, and policymakers). The [CBS communication office](#) would also be a good resource for any of these potential channels.
- c. External resources & potential partnerships: An external newsletter could create potential opportunities to collaborate with other departments or dissemination efforts at CBS. As for the social media channels, leveraging engagement with academic association accounts (e.g., AoM, EGOS, SASE, conferences) and other CBS accounts could help to build profile and promote cross-posting. Also, many academic blogs allow cross posting, so materials included in a blog could also be published in other blogs and cross-referenced/linked to the department blog to help reach a broader audience.
- d. Potential impact: The department's channels for dissemination could 1) help to bolster external recognition for the work being done in the department, 2) facilitate other opportunities for dissemination (e.g., invited talks, media interviews, etc.), 3) provide a venue for sharing key research findings and insights with relevant practitioner audiences,

and 4) facilitate ongoing communication with people who have previously been involved with IOA and other stakeholders who are interested in our work, both at CBS and beyond.

- e. Points of contact in IOA: Marianne Kellmann has reviewed models of university newsletters that could be used as a model. Marianne Kellmann also writes the internal “Organize!” newsletter. Megan Tobias Neely has experience writing academic blogs and center social media accounts.

5. Public sector engagement

- a. Research communication through this channel involves thinking less of an avenue and more of an audience, with some particularities. Key questions when engaging with the public sector are: How do we want to affect this audience? How can we affect this audience? The public sector as an audience can be reached through concepts and ideas that challenge assumptions, or through more context-specific knowledge. Overall, we do not have enough clarity on the ways in which organizational scholars can speak to practitioners. Our experience is that it is tricky to make qualitative and theoretical knowledge relevant to his audience (e.g., expert bodies), because our ‘IOA research identity’ does not provide answers; we raise new questions and provide new ways of thinking. This approach does not travel easily in society.
- b. Resources for support: The Master of Public Governance (MPG) program is a great way to disseminate to practitioners and build relationships for impact as are other executive master programs at CBS (f.x. MMD). In general, a starting point can be to think about if dissemination need to be generic (e.g., on certain media channels/practices), or situated/individualized (e.g., helping you figure out for your project and your audience how and when best to disseminate). To support dissemination, we suggest:
 - i. A point of contact at IOA who provides actual support.
 - ii. The point of contact at IOA has your back/ supports you with tricky questions.
 - iii. This person should ideally have some ability to understand how research differs from breaking news.
 - iv. Support an infrastructure for policy work/white paperwork.
 - v. Build up a database/easy to access information on people who have dissemination experience in public sector (or other) that we might benefit from.
- c. External resources and potential partnerships: During the pandemic, the OMG group organized the writing and publishing of articles internally, leaning heavily on Christoph Ellersgaard, a more senior person, who had experience publishing in a newspaper and had the connections: It was successful, and everyone benefitted greatly from that (see also section 5).
- d. Potential impact: Impact can be very significant because the public sector sets policy and regulations, thus having a pivotal and structural role in society. The effort cannot be generalized. Documenting dissemination (and impact) is somewhat difficult because much of it happens through personal situated/individualized relations (e.g., through teaching at MPG). Notably, “superstar academics” shaping public sector thinking often didn’t achieve

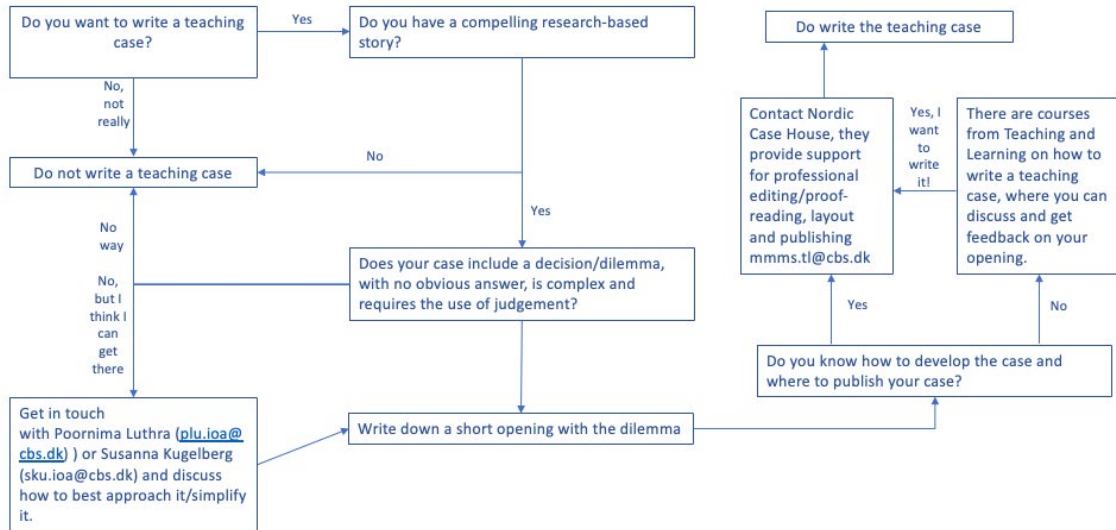
impact by focusing on it: rather, they did great research and put it in a book. Therefore, it is good that IOA values books. Our success in disseminating research to a public sector audience often comes through Danish books. A pure focus on quantity would not be productive; there's too much noise out there. Instead of focusing on quantity, we should focus on quality and targeted efforts. The following two initiatives could support dissemination.

- i. E.g., in public sector, there are specific Danish public sector trade journals that are easy to write for and widely read in the audience.
 - ii. Capturing and communicating impact vignettes could be part of the role of a point of contact at IOA.
- e. Point of contact in IOA: to be decided

6. Teaching

- a. Research communication through this channel involves two types of communication strategies i) teachers present their emerging themes that they “discover” through their research to students and ii) teachers develop teaching cases for teaching based on their own research
- b. Resources for support: i) [The Nordic Case House \(NCH\)](#) is a new strategic initiative aimed at promoting case development, publishing, and teaching. They assist CBS faculty with case development and help bring cases to top-tier publishing house levels. They provide practical guides on, among other things, how to teach with cases in-class and online. They also offer matchmaking opportunities for faculty and business. ii) Several researchers at IOA, notably Poornima Luthra, have extensive experience of developing teaching cases and can be reached through the point of contact below.
- c. External resources: i) [Harvard Business School Publishing](#) Harvard Business School Publishing offers a wide range of resources on teaching for both teachers and students. A large part of their website is dedicated to the case method. ii) [The Case Centre](#) is a European-based centre promoting the use of the case method in management education. It offers a large outlet of management study materials including over 46,000 teaching cases from around the world. The Case Centre includes the CBS Case Collection, which will soon be published on Harvard.
- d. Potential impact: Teaching is probably the area with the largest potential long-term impact. It is foremost through interactions in the classroom that the connection between research and teaching are forged. By encouraging research integrated teaching and developing teaching cases, this will help to i) contribute to integrate emerging research in education programmes and excellence of teaching, ii) further develop case-based teaching for engaging students in IOA's research activities and making it an awarding task, iii) raise awareness of IOA's research beyond CBS classrooms, and iv) equip students to use research-based knowledge into resolving organizational issues with high complexity after graduation
- e. Points of contact at IOA: Poornima Luthra, plu.ioa@cbs.dk and Susanna Kugelberg, sku.ioa@cbs.dk

How to get started on a teaching case



See appendix for full-size flow chart

Timeline: How the IOA Research Communication Prototype was made

1 March 2023: Taskforce memo endorsed by the IOA Staff Involvement Committee

14 April 2023: Kick-off meeting for the Taskforce

31 May 2023: Second meeting in the taskforce (Teams-meeting)

9 June 2023: IOA Department Day

Ultimo June: Establishment of site on Teams for the taskforce

1 September 2023: Third meeting in the taskforce

September 2023: Input and editing of key prototype document by taskforce members on Teams and email dialogue.

8 September 2023: Draft report and flow charts by the taskforce ready

13 September 2023: Presentation by Carsten on the prototype and the work by the taskforce for the Liaison-group between SLK journalists and departments at CBS

Ultimo September: First version of prototype presented to IOA/Department of Organization

IOA Research Communication Prototype

List of appendices

1. Taskforce description February 2023 for Staff Involvement Committee 1 March 2023
2. Program at Department day 9 June 2023
3. Data collected Department day 9 June 2023
4. HoD Carsten Greve presentation 9 June 2023
5. Pro-rector Inger Askehave presentation 9 June 2023
6. Flowcharts made by the taskforce