

The Ambidexterity of the Administration Professors Teaching Practice in Higher Education

A Ambidestria da Prática Docente de Professores de Administração no Ensino Superior

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ABSTRACT

The business schools and the formation in administration courses have been subjects of concern due to the critics on their disconnection with the business and social reality and the little relevance and/or practical applicability of their products. In this context, teachers, who are usually classified as scholars or practitioners by their previous training characteristics, work experiences and teaching practice are invited to develop an ambidexterity that balances these two categories. This paper analyzes the possibilities of this ideal ambidexterity within management teachers. This is a research with a qualitative methodological approach and results analyzed through lexicographic techniques supported with the use of Iramuteq software. The results point out a balance that can be reached, should provided that certain requirements are fulfilled, implying transformations in the current model of Brazilian business higher education.

Keywords: Business Schools. Management Education. Higher Education. Ambidexterity.

RESUMO

As escolas de negócio e a formação em Administração têm sido objetos de preocupação devidos à crítica à sua desconexão com a realidade empresarial e social e a pouca relevância e/ou aplicabilidade prática de seus produtos. Neste contexto, os professores, que usualmente são classificados em acadêmicos ou de mercado por características de sua formação, experiências de trabalho e prática docente são convidados a desenvolver uma ambidestria que equilibre as duas categorias. Este artigo analisa as possibilidades desta ambidestria ideal entre professores de Administração a partir de uma pesquisa de abordagem metodológica qualitativa com resultados analisados por meio de técnicas lexicográficas apoiadas no uso do *software* Iramuteq. Os resultados apontam um equilíbrio possível de ser alcançado, desde que cumpridos alguns requisitos, implicando transformações no modelo vigente do ensino superior brasileiro em Administração.

Palavras-chave: Escolas de Negócio. Ensino em Administração. Ensino Superior. Ambidestria.

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Introduction

Business schools and higher management education have been a matter of concern for academics over the last decades (BENNIS; O'TOOLE, 2005; BROWN; RUBIN, 2017). The debate largely includes the disconnected training of future managers with business and social reality (MINTZBERG, 2004), research results that have little relevance and/or applicability (ALPERSTEDT; ANDION, 2017; LAZZARINI, 2017; LI, 2018; PFEFFER; FONG, 2002), little or no practical experience of teachers who become researchers (KHURANA, 2010) and even blaming the economic crisis that began in 2008 on the failures of training managers (PODOLNY, 2009). In this context, Tushman et al. (2007) and Li (2018) emphasize that relevance does not follow the rigor of administrative science and it is not a part of business practice, an idea that Vermeulen (2005), Tushman and O'Reilly (2007) corroborate. Chia and Holt (2008) fit into the debate arguing in favor of value education for managerial exercise, differing from the model that privileges academic rigor and very abstract and distant conceptual frameworks from reality.

The question by Bennis and O'Toole (2005, p. 96) on "How business schools lost their way?" is answered by describing the standard of academic excellence adopted, which the authors consider inappropriate. Performance ratings are calculated almost exclusively from scientific outputs, with little emphasis on business practices. The analogy to the Brazilian situation could be perceived if the comparison were directed to the *stricto sensu* graduate courses, whose evaluation system often receives criticism for the weights attributed to the scientific production of its faculty and student (MESQUITA et al., 2014; VIZEU; MACADAR; GRAEML, 2016; VOSGERAU; ORLANDO; MEYER, 2016), criticism also present in international contexts (SALTER; SALANDRA; WALKER, 2017). Added to this is the institutional and legitimacy crisis the country faces, which involves both private and public organizations and it is urgent for the Administration science to imply meaning and social impact (ALPERSTEDT; ANDION, 2017).

The merit of scientific research in Business Administration and, consequently, of the research centers that host these studies and train new professionals is put in check when the service and relevance are not perceived (MILES, 2017). The criti-

cism is supported by a possible inherent dichotomy in the field and in the historicity of valuing research orientation, to the detriment of the technical praxis in the professionalization of new graduates.

The division of teachers that particularly fit into one of these two groups is popularly known. Although categorization is not exclusive (CARTON; UNGUREANU, 2017), academics and practitioners are known for their striking features, such as the pursuit or use of scientifically-based knowledge or previous business experience and practicality, respectively. A desirable ambidexterity that would balance characteristics of both types in the performance of professors in management courses, according to Markides (2007, 2011), would help in solving the problem of the process of professional formation, which can be translated into independent phases of dedication to the development of each of the “hands” (HIGSON; KASSEM, 2016). Thus, the following problem arises: How do teachers, who are also graduates of Business Administration courses, understand this possibility of ambidexterity associated with business practice and academic research?

Given the above considerations, the aim of this paper is to analyze the possibilities of an ideal ambidexterity that involves business and academic research practice for management teachers. The theoretical gap and the empirical problematization are inserted in a modern context of obstacles to the identification/reach of practical relevance and harmony with the theoretical bases for science and for the teachers of administration courses. The problem is recently presented, as reported by Alperstedt and Andion (2017) Lazzarini (2017), Pfeffer and Fong (2002). This study was made possible from a qualitative approach methodology with data collected through online forms, distributed and accessed by teachers from all Brazilian regions, with analysis supported by the use of Iramuteq - lexicographic analysis software. The following sections of this article present a contextualization of management formation, methodological procedures, study results, discussion and conclusion.

Business Administration Formation

Before the existence of business schools, there were business owners and business managers. Before the existence of pharmacy schools, the dispensing of drugs for medical purposes was practiced. Before the existence of journalism schools, there were jour-

nalists. (Indeed, some might argue that the golden age for journalism occurred before the advent of journalism schools.) These examples are intended to show that professionals - who today are afforded formal training in university-based professional schools - once practiced without benefit of that formal training. How did they acquire that training? It was practice-based training, following essentially the same model as the craft guilds (i.e., apprentice and journeyman). [...] Some background on what motivated the transition from practice based to university-based training, what was lost by that change, and what was gained has bearing on the current relationship between the university and its professional schools.

Business schools emerged even before the constitution of Administration as a science, which came with Taylor's work in the transition from the nineteenth to the twentieth century's (KHURANA, 2010). Since then, this field, as a science, has been challenged (ALPERSTEDT; ANDION, 2017). Professionalization, from the insertion of university education in the formation of the administrator, was configured at the time in the search for legitimation and high level jobs, essentially in the affirmation that there were scientific and cognitive foundations for effective management (KHURANA, 2010) and that these could be taught in school systems (ALCADIPANI; BERTERO, 2014). The formal possibility of systematization, transmission and apprehension of what management is in the mold of traditional education legitimized its recognition as a relevant activity (BARROS et al., 2011).

Business education in Brazil, resulting from the growing influence of American culture in the post-World War II period (BERTERO, 2006), has its genesis in the Brazilian states of São Paulo-SP and Rio de Janeiro-RJ, respectively with "Escola Superior de Administração de Negócios" (Esan/SP) and "Escola de Administração de Empresas de São Paulo da Fundação Getúlio Vargas" (Eaesp/SP). With regard to public administration, it began with the "Escola Brasileira de Administração Pública (Ebaap/RJ)", later called "Escola Brasileira de Administração Pública e de Empresas" (Ebape/RJ) (MESQUITA et al., 2014). These schools would subsequently influence the constitution of other business courses in Brazil and Latin America, perpetuating US influence in those process (ALCADIPANI; BERTERO, 2014).

The Brazilian model was presented in two axes in its first courses, one from the social sciences, and the other from management as a modernizing profession, with the purpose of training technical and professional administrators. This last axis is a consequence of business and economic development with the growing need

for managers to meet the demand derived from greater competitiveness (MESQUITA et al., 2014). Universities, in addition to legitimizing the profession, considering the prestige of science *per se*, increased support for the progressive profession from the perception of entrepreneurs about the contributions of graduates (KHURANA, 2010).

Stricto sensu postgraduate studies in Brazilian administration began in the early 1970s, with master's degree programs and, in the same decade, with doctoral programs only in São Paulo. In 2012, it accounted for the fifth position in postgraduate enrollment in Brazil, in a universe of 47 areas of knowledge (CIRANI; SILVA; CAMPANARIO, 2012). The development of these programs took place in the context of the Brazilian university reform of 1968. This reform of the Brazilian university was paradoxical, as it allowed the development of public higher education institutions (HEI) and created an environment conducive to the articulation of teaching and research (MESQUITA et al., 2014). However, it also boosted the emergence of private higher education with entrepreneurial character, professional purpose and distanced from the activity of scientific research.

Public HEIs could not meet the growing demands for higher education enrollment and this scenario was one of the impetuses for the proliferation of private HEIs. Out of these, just a few dedicated themselves to research and advanced in market share (MESQUITA et al., 2014). The public education model approached the neo-Humboldtian one, which main feature was the obligatory association between teaching and research, while the private one approached a neo-Napoleonic model, directed to a more professional training and greater dedication to teaching activities (MARTINS, 2009). Although business schools continue to be evaluated in their performance by academic rankings of knowledge production and diffusion, this format has received wide criticism for prioritizing the scientific metrics and reducing efforts to promote the integration of theory and practice and teaching about values and ethics (MURILLO; VALLENTIN, 2016; PODOLNY, 2009). This is the adopted model in the CAPES (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* – a federal regulatory agency) evaluations, foundation linked to the Ministry of Education of Brazil - MEC, a common assessment for all areas of knowledge. This logic privileges the quantity of publications in academic journals, also evaluating the ranking of these journals, in a logic of productivity and competitiveness. In addition, Mintzberg

(2004) adds that several teachers were uncomfortable to realize that the content of their classes had little connection with business and social reality, which led him to start a course project that would solve this problem.

The transformation of the traditional configuration of teaching into one that also emphasizes field activities directed at the development of practical skills gradually implies gains in innovation and technological management, essential for developing economy contexts (GONZALEZ-BRAMBILA; JENKINS; LLORET, 2015). However, the change is not supposed to be radical and the expertise that characterizes business schools today, the rigor in the way of thinking the solution of problems and the usual theoretical background, offer advantages in this adaptation, as stated by Pfeffer and Fong (2002, p. 93) “ There is no reason that in a world seeking both knowledge and training, business schools can’t succeed in doing both well.” Lazzarini (2017) adds to the debate the prejudice with certain themes of business nature, that however which remain current in the field of this science, such as “productivity” that, at first glance is directly associated with Frederick Taylor’s studies of times and movements, but continues to be discussed at length when it comes to the reasons for the slow growth of the economy in Brazil.

Chia and Holt (2008) align themselves with the debate arguing in favor of a valued education for managerial exercise, differing from the model that privileges academic rigor and is very abstract and distant in conceptual frameworks from reality. In this sense, the authors use the example of medicine and advocacy, which, due to the great perceived social value and absence of impediments (business secrets) in spreading the reach of new knowledge, have maximized reach and population interest. Bennis and O’Toole (2005) clarify that these yearnings for change are triggered by criticism from students, workers, employers and HEI managers. The authors describe how the culture of business schools, which adopt a standard of academic excellence for benchmarking, becomes inappropriate in the field. Added to this pattern, the tradition of isolation from large schools makes the “high walls” insurmountable for establishing relationships with international partners from developing countries, which could address real and localized pertinence issues (CURRIE; DAVIES; FERLIE, 2016).

Unlike most of hard sciences that advance even exclusively in laboratories, the management area, Bennis and O’Toole (2005) claim, is professional and their

schools also should be. The closer to society and the business environment, the more business schools will be able to remain competitive (WILSON; THOMAS, 2012). The criticism, although directed to the science of Administration, does not intend to remove its legitimacy, but to complement it, corroborating a plurality that involves both academic and professional axes, both in the HEIs at the institutional level, and for the teacher, who acts directly in the formation of new professionals.

According to the findings by Souza-Silva and Davel (2005, p. 121), there are four categories of business teachers in Brazil, "(a) high teaching experience and high managerial experience; (b) high teaching experience and lack of managerial experience; (c) low teaching experience and high managerial experience; and (d) low teaching experience and low business experience". According to the authors, the ideal type would be one that presents at a high level, both teaching experience and managerial experience. That teacher who cannot move well in one (or both) of the fields, in the field of teaching or managerial experience, according to the authors, is penalized: in complaints by students who feel harmed if a field is not contemplated; in career advancement difficulties and getting jobs; or even with their resignation. The difficulty is accentuated, because the teacher tends to mimic the practices of their teachers, when students, and thus carry forward the same characteristics that were the markers of their education.

Although the teaching categorization is not exclusive and is perceived by characteristics of their education, work experience and current practice (CARTON; UNGUREANU, 2017), academics and practitioners are known for their peculiar aspects, such as the search or use of scientific knowledge or from previous and practical experiences, respectively. Here, as a way of exemplifying some implications of this dispute, Cho et al. (2017) highlight that companies with directors, who are also academics, exhibit better corporate social responsibility performance. Those who hold both characteristics "have one foot each in the worlds of academia and practice and are pointedly interested in advancing the causes of both theory and practice" (TENKASI; HAY, 2008, p. 50). Carton and Ungureanu (2017) analyzed the multiple roles of professionals who accumulated both characteristics of scholars and practitioners, comprising in response three main roles: the teacher - classroom activities inside and outside the HEI; the researcher - conducting and planning research, participation in events and scientific production; and the prac-

tical - activities developed with stakeholders outside the academic environment. This would be a desirable ambidexterity, according to Markides (2007, 2011), which would help in solving the problem of the process of training management professionals.

Methodological Procedures

The research is characterized as of descriptive nature and with qualitative approach (MESQUITA; MATOS, 2014). For the data production, a structured online form (Google docs) with open questions was active during September and October 2017 and was shared across social networks and business teacher groups in instant messaging applications. The form was answered by teachers resident in the five Brazilian regions, reaching a total of 54 participants, 68.4% from the northeast, 20.4% from the north, 5.6% from the south, 3.8% from the midwestern region and 1.9% of the southeast region.

For the elaboration of the research instrument and the establishment of criteria to indicate the end of data collection, the following recommendations of Minayo (2017) were adopted: attention to the homogeneities and internal differences of the group to be investigated, the limitation of subjects to the attributes which the researchers intended to know, consideration of a sufficient number of participants to provide repeated responses, complementarity of information obtained, and comprehensive mapping of the empirical framework. In addition, the completeness in the contemplation of all aspects of the study, the representativeness of the essential characteristics of the intended universe, the homogeneity in relation to the attributes of the interlocutors and the pertinence in the content of the responses to the study objectives were also considered.

To meet the objective of analyzing the possibilities of an ideal ambidexterity that involves academic research and the experience of market practice for business teachers, the questions on the form were subdivided into two main axes: student experience and teaching performance. The questions were short and open and, for the first axis, the participants were invited to report their experiences as undergraduate students, discussing their teachers' practice and whether they had more academic

or market characteristics, clarifying which of these two was the best for them. For the second axis, they reported their current identification as a researcher/academic or market/practitioner; considering a possible balance between the two possibilities in their practice and the performance of other teachers.

The data obtained were prepared and exported for lexicographic analysis supported by the Iramuteq software (*Interface de R pour Analyses Multidimensionnelles de Textes et de Questionnaires*). From multivariate statistical analysis, the software categorizes textual data, reducing words based on their radicals (lemmatization) by identifying active, supplementary and frequency-organized forms (CAMARGO; JUSTO, 2013), allowing “the understanding of the meaning environment of the words and, therefore, indicating elements of the representations referring to the studied object”(COSTA et al., 2016, p. 3).

For this work two analytical methods were used, the Similarity Analysis (SA) and the Descending Hierarchical Classification (DHC). The SA identifies the co-occurrences between words, indicating the connection between them, allowing the identification of the textual corpus structure. Co-occurrence analysis “is dedicated to signaling the simultaneous presence (co-occurrence or association relation) of two or more elements in the same context unit” (BARDIN, 2011, p. 259-260), revealing meanings of association between terms. DHC organizes text segments into classes according to their already lemmatized vocabularies. These classes have elementary context units (ECU) similar to each other and different from the others. ECUs are the initial context units, text segments, already lemmatized. In addition, the DHC allows the text segments that are associated with each class to be retrieved in the original corpus, allowing for a more accurate interpretation of what each class represents and what it is associated with. These segments are presented in the results section accompanied by the letter “P” and a number corresponding to the order of receipt of the completed form, ensuring the anonymity of the participants.

The texts resulting from the interviews were divided into two *corpora*, one *corpus* for each axis. The first axis, from the student experience, was analyzed using the SA technique and the second axis, from the teaching practice, using the SA and DHC technique, possible due to the larger volume of information. According to recommendations for using Iramuteq software, for the use of text from interviews, it

is suggested to use more than 20 records. In interviews in which there is more than one theme, each theme should be analyzed separately, in its own *corpus*. For the inclusion of the elements in the DHC classes, the retention of text segments above 70% and chi-square (χ^2) of word-class association with statistical significance of 95% (CAMARGO; JUSTO, 2013) were respected.

The results, discussions and conclusions are presented in the following sections.

Results

The research has participants from all of Brazilian regions. Regarding working time as a teacher in business courses, teachers answered: between 1 and 3 years (14.8%), between 3 and 5 years (27.8%), between 5 and 10 years (18.5 %), and for over 10 years (38.9%). Employment is divided into public (59.3%), private (33.3%) and both (7.4%). The period since the completion of the undergraduate course is divided into: between 3 and 5 years (7.4%), between 5 and 10 years (37%) and more than 10 years (55.6%).

Figure 1 presents the results of SA for the *corpus* originated from the responses directed to the student experience axis. The three main words synthesize the content of the *corpus*, as the respondent teachers reported, in several cases, that their teachers do not have market experience or it was not evident and/or used in class. The words associated with the term “market” denote the appreciation of this characteristic, such as “like”, “to like”, “more” and “to prefer”. The following fragments justify this interpretation.

My teachers did not know much about management practices, although they knew much about theoretical assumptions (P22).

Limited practice and purely theoretical course (P1).

Few teachers have brought the link between practice and theory. Many spoke only the theoretical part without applicability (P8).

Many teachers with good didactics and theoretical knowledge. We had little practice (P45).

They taught a lot of theory without bringing market experience to the classroom (P39).

The other words associated with the term “teacher” indicate how the participants’ reports were, describing the good relationship with their trainers and how this relationship aroused interest for the career intention in teaching.

The results of SA on the corpus of the “Teaching Practice” axis, Figure 2, present “yes” as the main term. The associated fragments indicate the possibility, the justifications, the means, and the ways in which an ambidextrous balance of academic characteristics and business practices may occur. The other prominent terms are associated and support this interpretation, connecting “research” and “researcher” to “market” with several association words in the path of connections, such as “also”, “experience”, “organization”, “need” and “academic”.

In addition to the analysis of the “Teaching Practice” corpus, 185 text segments were analyzed, 3057 occurrences distributed in 936 forms and 702 lemmas, with a retention of 78.92% of the total for the constitution of the classes presented in Figure 3.

Figure 3 Dendrogram of Descending Hierarchical Classification of the “Teaching Practice” corpus”.

Descending Hierarchical Classification Dendrograme					
Text Segment Retention 78.92%					
Class 6: Academic Identification 15% 22 ECU	Class 2: Market Identification 19,1% 28 ECU	Class 4: Ambidex- trous Viabil-ity - Market 17,1% 23 ECU	Class 3: Balance 15,7% 27 ECU	Class 5: Ambidextrous Viability - Research 15,7% 23 ECU	Class 1: Experiences 17,1% 25 ECU
Word	Word	Word	Word	Word	Word
Researcher	Market	Possible	Yes	Student	Reality
Academic	To need	Turn	Bring	Very	Nevr
Like	Academia	Apply		Better	Identify
	Administration	Yes		Required	Graduation
	To believe	Theory		Important	Condition
	Bigger	No		Process	Beyond
	More	Always		Own	Experience
		Requirement		Knowledge	Until
		Practical		Fit	Student
		Company		Same	No
		How		Life	To know
		Reflection		Involve	Program
		To say		Evident	How
		Understand		Search	Research
					Term
					Reflect
					To study
					Teaching
					Capacity
					Exist
					Economic
					Good
					Enough
					Case
					Teacher

Caption: χ^2 ** p<0.01 / * p<0.05

Source: Own elaboration from Iramuteq software outputs.

Class 6 is the most representative of the corpus, as it determines the others and is directly related to class 1. Named “Academic Identification”, from its typical vocabulary, corresponds to 15% of the analyzed text segments of the original corpus. The selected words, when compared to the fragments corresponding to the class, indicate the teacher’s identification to the academic characteristics of their teaching performance, associating it with the researcher’s work. The following fragments exemplify the class.

Academic researcher, no doubt. I amended master’s and doctorate and in the meantime all I did was research and teach. If I wanted to join a company today, I believe I would have difficulty because of the temporal distance that my previous jobs are today. I feel outdated in technical parameters (P19).

Researcher, for having exclusive dedication to teaching (P24).

The previous speech fragments present elements that are repeated in the interviews: the distancing of the companies and the exclusive dedication to teaching, the latter as a factor responsible for the first. Teaching exclusivity is seen as something that makes difficult the contact with organizations, beyond the participant’s teaching institutions, and that brings them closer to the research field. This situation creates a compatibility problem, as the exclusive dedication regime in public educational institutions, such as state and federal, involves extensive weekly workload (40 hours/week) divided between classroom activities, planning and administrative activities, if applicable. In addition, other occupations can be added to the list of academic assignments, such as participation in newsstands, events and research orientation. Tasks that do not come close to market practice, with little exceptions.

Class 1 “Experiences” highlights reports that describe why there is teacher identification with a practice that is more connected to the market or research. The narratives indicate the relationship between student and teacher, didactic resources such as active methodologies and use of teaching cases and the difficulties faced by both categorical types, as evidenced in the following statements.

There are cases of teachers who go through all graduate levels without having a solid market experience and it is up to this professional to recognize that they lack experience to enrich their class and their research. Try to get a little closer to the organizational reality. Just as there are teachers with a lot of experience and practical background, but they

lack in the ability of written communication. They guide research without knowing the theory at the required depth level (P37).

I feel a lack of research orientation, especially in HEIs that do not have *stricto sensu* postgraduate programs and have few teachers with masters and doctorates in their faculty (P52).

Class 2, determined by class 1, referred to as “Market Identification”, is formed by the consistency of the responses of the participants who were most identified with the business environment. Interview fragments: “It is more dynamic and makes it easier to enter the job market faster” (P21), “It is interesting for teachers to share their market experiences so that the class is more credible” (P31) and “I see some postgraduate programs closer to the market. I believe and defend this approach of academy and market” (P34) illustrate the class and justify the identification of respondents.

Despite being a class that presents the market as recognition, the association with academic practice is still evident, as in: “I find it easier for an academic profile teacher to bring the market to the classroom than a very active teacher in the market doing research” (P53) and “I think so, but it’s not an easy job. There are teachers who have been in research for years and cannot associate with it the job market and vice versa” (P15). Teachers perceive this problem and its influence on their teaching practice, as well as on the practice of other colleagues. The dissociation becomes evident when the focus of perception is “the other”, be it in the axis of academic research or in market practice.

Classes 5 and 4, called “Ambidextrous Viability”, present how ambidexterity is possible, justifying how to insert academic contributions into market practice (class 5) and market experiences in teaching (class 4). Some fragments that justify class 5: “The market reveals the needs of knowledge production and research makes the professional better based on technical and practical terms” (P7), “The student needs proactivity in the search for their own knowledge, something that the research teacher is better prepared to do” (P20) and “The research teacher has to seek to serve the community with studies that lead to market solutions” (P19). The text segments that the software has selected for class 4 are: “market characteristics must be approximated with HEIs to associate practice and theory” (P49), “teaching methods such as PBL and active methodologies can add to this balance” (P37) and “Teachers

can develop projects and partnerships with companies” (P2). Both classes present elements that help in understanding the possibility of ambidexterity from the insertion of activities or aspects of the profession’s own experiences that would facilitate this process, according to the reports.

Class 3 “Balance” exposes consideration of the possibility of balancing market and research characteristics in teaching practice, as in “Connecting and updating as needed” (P29), “Practical examples are needed to facilitate learning” (P39), “One complements the other” (P43), “Yes, because there must be this balance” (P14) and “In our area, both perspectives are essential” (P44). Class 3 differs from the previous ones by presenting something already consolidated in the actual and possible reports. While classes 4 and 5 imply changes, class 3 offers a situation where ambidexterity is feasible and may occur.

Discussion

The problem that Bennis and O’Toole (2005) present is repeated in the results of this study. The model of academic excellence favors a career aimed at post-graduate degrees, such as masters and academic doctorates, with a view to salary improvements and exclusive dedication to the university. The widespread adoption of a career plan derived from this standard, which is implemented in public higher education institutions, implies a difficulty in approaching the market, as reported by teachers. “The problem is not that business schools have embraced scientific rigor [derived from *stricto sensu* level training] but that they have forsaken other forms of knowledge (BENNIS; O’TOOLE, 2005, p. 104). As the format adopted by the Brazilian HEI for curricula and business courses is similar and influenced by the same sources (ALCADIPANI; BERTERO, 2014), the practice becomes limited and conditioned to this configuration.

“Practitioners,” a category neglected from the legitimation of activity by the title that corresponds to training, leads to the belief that “because they do not fit the parameters necessary to be considered true, they are lacking in rationality and reasonableness” (BARROS et al ., 2011, p. 46). Thus, the knowledge that is transmitted by the logic external to the formal is reduced and the academy, which ap-

appropriates practical knowledge in its genesis, moves away from it as it systematizes its transmission (BARROS et al., 2011). According to Curado (2001), administrative knowledge in Brazil is consolidated in three distinct phases: the period of practical knowledge, until 1955, which was related to a knowledge not systematized with the actions of managers based on experience; technological knowledge, from the 1950s to the 1990s, characterized by the systematization of this knowledge through the adoption and dissemination of various management models; and plural knowledge, from the 1990s, with the questioning of the univocity of administrative knowledge, replacing it with the search for a specific model adapted to the reality of each company. The period of decline in practical knowledge coincides with the emergence of business schools in Brazil (BARROS et al., 2011).

Alperstedt and Andion (2017, p. 630) emphasize: “practices contain within themselves the magic of changing realities” and in Brazil, the logic of publish or perish, derived from Anglo-Saxon practices adopted in the evaluation of courses and schools, reflects in academic production making it a factory that aims at productivity with consequent distancing from social reality. The teaching praxis is inserted in this context and is influenced by this logic of productivity.

The results do not deviate from the international literature and, even if Brazilian business schools have acquired their own identity from a hybrid of American influence in their cross-training with *Tupiniquin* elements (ALCADIPANI; BERTERO, 2014), their development occurs in parallel ways and the criticisms that foreign universities have received are consonant with the teachers’ speech. An element that exemplifies this equivalence is the scarcity of market practice in the curriculum of teachers or their teaching praxis (BENNIS; O’TOOLE, 2005; KHURANA, 2010; MILES, 2017), which causes training deficits perceived by participants in their student’s period and little purpose attributed to the content taught in the classroom.

The teaching practice in business courses receives negative criticism derived from both extremes in the investigated categories. When academic or practical, the teacher who remains in the extremities are suggested an adequacy, a complement of training or experience that brings them closer to the ideal ambidexterity (MARKIDES, 2007, 2011). The obstacles to communication and approximation between companies and universities are felt both by those professionals who had their previous education to exclusive teaching in HEI, as well as those who have already

moved away from the business environment and do not feel inserted or comfortable in contact. Thus, the production of knowledge can be impaired and distance from the real needs of organizations (GONZALEZ-BRAMBILA et al., 2015). Despite being inserted in public or private higher education organizations, teachers do not mention this participation and seem to disregard it when dealing with their employment ties.

The “search for ambidextrous teachers” (MARKIDES, 2007) seems to be liable to a positive outcome. In line with the results, some elements are key requirements: (i) the debate and recognition of training issues or lack of practical experience, which can be addressed through corresponding pathways, such as a *stricto sensu* post-graduate research and partnership training HEI-Companies to approach the market; (ii) the use of didactic resources, such as active methodologies and teaching cases; (iii) the rapprochement with society; (iv) an in-depth reflection on the concept and applicability of exclusive dedication in management courses, as this may distance the teacher from their field of practice. As Pfeffer and Fong (2002) argue, there is no reason for business schools to fail, and one possible way is to add verification variables of how well the practical performance of the professionals they graduate to the institutional performance rankings.

Wilson and Thomas (2012) assert that change is inevitable if business schools are to remain competitive, independent of isomorphic trends and the limitations of strategic choices. Among the changes that may be proposed, as a suggestion, the authors present an association with other sciences in the process of answering social questions of wide concern and close to the realities of the general population, such as climate change, disasters, terrorism, poverty, hunger and obesity. Otherwise, inertia can lead to discredit in the institutions and an attribution of guilt resulting from the lack of judged competence (PODOLNY, 2009). However, as Miles (2017) explains, universities are resistant to curriculum changes, but history exemplifies that change is swift if they cannot ignore outside voices that question their credibility.

According to Ungureanu and Bertolotti (2018), a possible solution to this dilemma would be a combination of expertises, based on interactions based on trial and error, with support coming from the outstanding characteristics of both academic and practical categories. An exchange of knowledge would be of great value to the categorical classes, implying simultaneous growth and possibly filling the perceived deficiencies.

Conclusions

This research contributes by offering empirical evidence that helps in understanding the teaching work in higher education courses from the discussion of the role of the professional trainer and their formation, both analyzed in a Brazilian national context. Starting from the question of how teachers, who are also graduates of business courses, understand the possibility of an ideal ambidexterity associated with market practice and academic research? The contributions expand the discussion about Brazilian teaching and research in administration from a particular focus, responding to the objective of analyzing the possibilities of an ideal ambidexterity that involves the market practice and academic research for management professors, perceived as possible, if met the requirements and recommendations. The theoretical framework that brings the discussion about the dichotomy between academics and practitioners in the professorship of business administration is recent and, therefore, has few references (CARTON; UNGUREANU, 2017; MARKIDES, 2007; UNGUREANU; BERTOLOTTI, 2018). The results of this study bring, still by contributions, the investigation of these empirically known categories, but little verified in scientific efforts.

The implications of this research for the field of education, in short, indicate that there is a perceived difficulty in professional training schools in the academic field of administration, as in examples that led to the academic debate that situated the theoretical framework presented and of North American contexts and the Brazilian case pictured here. The situation is justified by a partially disconnected formation with the reality of organizations, arising from the little practical experience of teachers, on the one hand, or the results of research that have little relevance and/or applicability, on the other. The highlight that this information reflects the difficulties encountered, but not a generalization of the findings to the Brazilian context, is essential.

Recommendations include a possible educational policy aimed at reducing the obstacles that hinder or hold back the balance of teaching practice that associates academic relevance with market experience. Both in response to the criticism that has been constant to the logic that makes perishable those in the routine of ac-

ademic production in series, as the other way of criticism to the praxis that distances itself from the market. In this sense, the limitations of the study, which imply new fields for research, are derived from the choice of object, centering on educators. Students, educational institutions, and the education system as a whole, including regulatory agencies and the state, may be investigated in further research that complements, corroborates, or contrasts the results evident in this document.

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