

Chapter 2

How to Use This Brief

One of the main purposes of the Brief is to provide the readers with applicable and practical professional tools. Therefore, we have built this Brief as a user guide for any practitioner who holds the role of a manager, an educator, or a researcher. We hope it will help professionals improve their professional work in terms of quality, efficiency, and achievement of their professional goal.

We assume that any reader of this Brief, no matter what role he or she holds, is familiar (even superficially) with at least one theory related to either management, education, or research or is capable of getting familiarity with such theories. Therefore, we do not teach theories in this Brief. Rather, we refer to each of the three meta-professions—management, education, and research—in terms of their role and application as they are expressed in the other two professions. For example, when explaining the implication of *MERge* model in the role of a manager, we aim at raising the awareness to the educational and research aspects in the manager role by demonstrating their contribution to this role. Based on these working assumptions, we combine theory (Chaps. 3–5), practice (Chaps. 6–17), and reflection (Chaps. 18 and 19).

Specifically, the Brief includes five parts.

The first part presents the three meta-professions which create the *MERge* model: management, education, and research (Chaps. 3–5). These chapters provide the theoretical background of the *MERge* model.

The next parts are organized according to the three target groups: industry (Chaps. 6–8), academia (Chaps. 9–14), and first sector (Chaps. 15–17). The academia part is divided into two sections: academic staff (Chaps. 9–11) and administrative staff (Chaps. 12–14). All chapters include detailed case studies that demonstrate the implementation of the *MERge* model. For each target group, we illustrate the usability and the application of the *MERge* model by case studies that represent three roles—managers, educators, and researchers, corresponding to the elements of the *MERge* model. For each role, we show how the role holder's awareness of the three components of the *MERge* model may foster a successful accomplishment of the primary role. Table 2.1 presents this structure.

Table 2.1 The *MERge* case studies by sectors

	Management	Education	Research
Industry	Chapter 6	Chapter 7	Chapter 8
Academia - Faculty members	Chapter 9	Chapter 10	Chapter 11
Academia - Administrative staff	Chapter 12	Chapter 13	Chapter 14
First sector	Chapter 15	Chapter 16	Chapter 17

The last part of the Brief is about reflection and implementation. Chapter 18 first reflects on the implications of the *MERge* model for undergraduate and graduate programs, MBA and teacher certification programs, faculty members' professional development, and training and development processes in the industry. Chapter 19 proposes the *MERge*-toolkit for the model implementation on both the individual and the organizational levels.

We illustrate now how to use Table 2.1 as a road map. Each cell of the Table 2.1 represents an intersection between a *MERge* element and a sector. The intersection between the *MERge* element and the sector represents the chapter number in which the relevant role is described.

For example, the intersection between the “management” element of the *MERge* model and the sector “academia/faculty staff” refers to faculty members in the academia who serve in a managerial role in their organization, e.g., deans. The cell in Table 2.1 indicates the number of the relevant chapter (i.e., Chap. 9) in the Brief that explains the essence of this role and demonstrates by a case study how a faculty dean can implement the *MERge* model in order to accomplish the role successfully.

Here is another example of how to use Table 2.1 as a roadmap. Helen works in a Training and Human Resources Development department in a big hi-tech company. Her role is defined as a Training Material Developer. Recently, she has been appointed to lead a new initiative in the company—the development of a MOOC¹-based training program. Helen is a talented training material developer and therefore has the relevant background in education. Specifically, she has an extensive experience with developing training programs and is familiar with MOOC platforms and the relevant pedagogy. Indeed, she seems to be the best candidate to lead this initiative.

However, since Helen is aware of the *MERge* model, she recognizes that in order to lead the initiative successfully, she needs additional tools—management and research—in addition to her expertise in education. How can she use the map?

1. Helen first defines her role in relation to the *MERge* elements. Since she has an extensive experience in building and developing training programs and since this is also the focus of the current initiative, Helen locates herself in the education column of the map.
2. Helen works in a hi-tech company; therefore, the industry is her sector.

¹MOOC: Massive, Open, On-line Course.

3. The intersection of the education column and industry row of the map leads Helen to read Chap. 7 of this Brief. This chapter presents two case studies, one of which illustrates how an educator who works in the industry can implement the *MERge* model in his or her professional work; therefore, it fits Helen's case and Helen can gain several insights for the implementation of the *MERge* model for coping with the challenge she faces.

The analogy to other roles and sectors is clear. Needless to say that we could not present all roles in all sectors; nevertheless, we hope that the variety of presented examples clearly conveys the message, and all managers, educators, and researchers will find the relevant examples for their specific case.

The MERge Model for Business Development
The Amalgamation of Management, Education and
Research

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2016, IX, 122 p., Softcover

ISBN: 978-3-319-30224-9