that the word *freeze* is used as a metaphor, never to be taken literally.

How Should I Use This Book?

Read it. Read it again. Assign a few chapters (almost any will do) as required reading for MBA students. Then do some action research. Instead of flashing your usual PowerPoint slides on "motivation," or "equity theory" or "transformational leadership" (or whatever), take your MBA students to a poetry reading in the English Department. After the reading, ask them to compare and contrast what they learned about how poets use language with how language is used by their favorite management scholar—including any of the contributors to this book. Listen carefully to your students' feedback. Allow the "data" to talk back to you. You will hear a lot of metaphors … "Sorry, Professor, it really *sucked*" … "Wow, poetry in a management course. I *love it*" … "You know, I have to tell you, I just *don't get it*" … "Professor, I think the poems *went over my head*" … "Will you *cover this material* in your next lecture?" And so forth… Respond in whatever words or images or grunts that come to you. This friendly exchange with your students—many will be bewildered, a few thrilled—is a sign that you are engaging in some form of *Dialogic OD*, which is exactly what Bushe and Marshak and the other authors of this book would encourage you to do.

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Idea Puzzle (www.ideapuzzle.com), created by Ricardo Morais.

Reviewed by **Cristina Parente and Lígia Ferro, University of Porto, Portugal.**

The *Idea Puzzle* is a software application created in 2007. It is a support tool to assist PhD students and researchers in the process of designing research projects through a focus on three central dimensions of research that are collectively represented by a triangle. Each side of the *Idea Puzzle* triangle corresponds to one of the three dimensions that every empirical research project should ideally include: ontology (data), epistemology (theory), and methodology (method). As it is described on the *Idea Puzzle* website, this software allows users view their research projects as a "system of interdependent decisions that integrates theory, method and data" (www.ideapuzzle.com).

Although the software is intended to support PhD research design, this application is a useful tool for any research project regardless of the experience level of the user, including peer reviewing of articles, and the assessment of research projects in the context of thesis evaluation, as well as decisions about capital investment and fundraising. One of the main benefits of *Idea Puzzle* is that it constitutes a methodological support tool to the scientific construction process, helping users make informed decisions and ensuring coordination and consistency between the theoretical, methodological, and empirical aspects of a research plan. In this review, we share our positive experiences with *Idea Puzzle* and its several applications in the academic field.

INTEGRATING THEORY, METHODS, AND DATA IN A SINGLE SOFTWARE APPLICATION

The *Idea Puzzle* application is available exclusively online, in four languages (English, Portuguese, Spanish, and French), and since 2011 can be licensed by universities or individuals. The concept and application of *Idea Puzzle* has been successfully presented through workshops run in over 50 universities in 11 countries. As of the middle of 2016, 12 universities from Portugal, Spain, and Chile have licensed the software, so their students and researchers can use it for free. At this moment, *Idea Puzzle* has approximately 6000 users drawn from around the world.

As stated above, a triangular representation of key research components is the core of this software application. The three key dimensions of the research design are grouped in each side of the triangle. On the left side,

users are asked to consider five theoretical questions. On the right side, users are prompted to explore five empirical questions. At the bottom, users are presented with five methodological questions. In the middle, filling in the rest of the triangle, there are three questions that challenge researchers to consider rhetoric (i.e., pathos, logos, and ethos) as well as three questions about the researcher's opportunity, ability, and motivation to conduct the research project (i.e., wisdom, trust, and time). Once users register and complete the login process, they begin interacting with a triangle where the 21 questions are depicted as pieces of a puzzle. Each piece corresponds to a question that the researchers must respond to in order to build their respective research project. Researchers have the option to begin their *Idea Puzzle* journey with either an automatic sequence of questions, using a "next question" feature, or by building any other sequence by clicking directly on the pieces of the triangle. This allows users to quickly focus on straightforward and practical items to consider including schedule and resources, education and experience of researchers, and partners or stakeholders of the research project. With a baseline foundation of responses to initial questions in place, researchers are then prompted to respond to numerous questions and issues regarding research questions or hypothesis, research gap(s), streams of thought, key words, philosophical stance(s), research strategy(ies), collection techniques, analysis techniques, quality criteria, unit of analysis, level of analysis, nature of data, origin of data, and sample, as well as the rhetoric-driven and authorial questions embedded in the center of the triangle.

When researchers click on any one piece of the triangle, a question will appear to prompt them to fill in the blank space with relevant data. When in doubt, there is a user-friendly "help" command that is a useful tool to access more information about each piece of the research design. The help feature connects users to existing materials (e.g., topically related resources and papers of interest) for each of the 21 questions and, also important, the contents of "help" vary appropriately with the question, including definitions, examples, introduction, tips, and references/citation lists. The available bibliography is exclusively in English, including several references from journals of the *Academy of Management*, namely, on topics such as philosophy of science, theory development, and methodology.

The output of this work is a research design document of more or less 3 pages, which includes an overall score, a visual map, and the state of the development of the project, taking into account the answers given to the 21 questions. The organization of the research project as a puzzle in the form of a triangle promotes reflexivity for researchers in terms of the inherent, yet often underexplored, interconnection and articulation of the different components of research projects.

USING IDEA PUZZLE IN SOCIOLOGY COURSES

We have been using *Idea Puzzle* for teaching research methods in the Master of Sociology of the Faculty of Arts, University of Porto for 2 academic years. As a key requirement of this course, students are required to develop research projects. The objective of this assignment is to assist the students as they work to develop skills for research planning, starting from each student's scientific interests. After working together with our students to define three overarching research questions the entire class found interesting, the software application was presented in class as a resource for student use. Students were encouraged to use *Idea Puzzle* on their own to support their research design starting from one of the three identified questions. The fact that students were able to access a visual representation of the different dimensions involved in the design of their research projects helped them to learn how to structure and articulate the complex, yet critical set of theoretical, methodological, and data-oriented components of their research projects. The fact that they could utilize the help function to access descriptive information and references concerning each one of the 21 questions was extremely helpful to them as they worked to structure their projects. Our students repeatedly commented that using *Idea Puzzle* contributed significantly to their understanding of the meaning of the multiple and interrelated dimensions of the research project process. In addition, they applauded the functionality of having an automatic evaluation of their input into each section/piece of the triangle—allowing them to control the development of the project design, as well as to decide which points they should invest more time into to build the final "puzzle" (i.e., visual representation) of their research project.

STRENGTHS, CONCERNS, AND SUGGESTIONS FOR IMPROVEMENT

Idea Puzzle is a powerful tool for use in the design of not only PhD-level research projects, but also other research-based team projects because the software presents several reflective tasks researchers must engage in during the design phase of a research project, thus helping the user(s) to understand and articulate the role that theory, methodology, and data play in coherent scientific work. Above, we

shared how we felt this software application was useful for us in teaching a project methodology course as part of a master's level program. We further believe this software application can be applied across disciplines, with its generalizability serving as one of its strongest attributes. However, the downside to generalizability is a lack of specificity, and it is because of this feature that we find that the tutorials (quick answers) can sometimes be too general, and thus, give a shortfall of information for specific areas. Nonetheless, we must acknowledge that there are always protocols and ways of doing research in each discipline that are difficult to gather in just one tool. Further to this point, *Idea Puzzle* could be improved by offering the possibility of simultaneous work in specific domain areas by several users online—facilitating researchers working together to share research across a variety of projects. We consider adding this feature as an elective option as part of the software application very promising in terms of both facilitating and supporting team-based and joint research projects at national and international levels.

One further application of *Idea* Puzzle is its potential use in the peer-reviewing process. In this context, the *Idea Puzzle* triangle could be used as both a checklist and guide to evaluate the coherence of an author's arguments. In this way, it would serve as a guide for not only the design and execution of research projects, but also the comprehensive evaluation of project outcome dissemination. All-in-all, we believe *Idea Puzzle* is a very useful tool for research across a multitude of disciplines, not only for PhD students as they learn about all of the elements of research project design, but also for reviewers and research project teams as they work to move forward with their research and expand their existing skill sets.

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Intellectual Shamans: Management Academics Making a Difference, by Sandra Waddock. Cambridge University Press, 2015. 382 pages, soft cover

Reviewed by **Jegoo Lee,** Stonehill College.

The management research and teaching academy has been under fire for at least a decade over its lack of research relevance and practicality (e.g., Bartunek & Rynes, 2010), being overly theoretical (e.g., Hambrick, 2007), and even "destroying good management practice" with bad theories (Ghoshal, 2005). What and how we teach have also been identified as problematic, with claims that academic institutions have become clusters of "hired hands," rather than unified teams of professionals (Khurana, 2007). We generate MBAs rather than managers, paying more attention to functional and analytical tools than the arts of leading and managing (Mintzberg, 2004: 93). Regarding knowledge production, we tend to pursue simply interesting research, rarely emphasizing the advancement of our knowledge or contribution to management practices (Davis, 2015; Worrell, 2009). Even in the face of an institutional milieu yielding all of these criticisms, we still find pioneering scholars who are actively engaged in the craft of meaningful research and teaching. Sandra Waddock shares the stories of some of these pioneers in her new book, *Intellectual Shamans: Management Academics Making a Difference*.

Waddock turns to leaders in our field to share their collective experience-based wisdom on not only what they have learned, but also how they think we can best move forward to create a management academy that actually works for a better world, has impact, and focuses on the real issues of the day. She compiles descriptions of the exemplary careers of 28 management scholars, whom she calls *intellectual shamans*, that is, "scholars who become fully who they must be, and find and live their purpose, to serve the world through three capacities: healing, connecting, and sensemaking, and in the process seek or come to wisdom" (p.1). In sharing the stories of these intellectual shamans, she points out the importance of "finding and living out, to the best of one's ability, one's purpose, which demands walking through the fears and risks that are associated with following one's own light instead of doing what others or societies in some way suggest" (p. 329). With the aim of shedding light on "fully who one is meant to be," Waddock redefines what a successful academic is, what and how they contribute, and how, despite not always following societal norms, they achieve widespread recognition.

Intellectual Shamans: Management Academics Making a Difference includes eight chapters in three broad sections, with a highly engaging storyline for readers from any professional or disciplinary background. In the first three chapters, Waddock