

A framework for mobilizing the *relational* approach in a paper or dissertation



Introduction	Ontological complicity	Problematizing language	<i>Spatio-temporal conditions</i>	Beyond analytical dualism	Productive theorizing	Conclusion
Introduce the topic (see for example Pat Thomson on intro writing) and your mobilization of the <i>relational</i> approach.	Explicitly name the topic of interest for the dissertation.	Name the major key words for the topic.	Pick up on key words and their relations to the contemporary topic.	Discuss the role of analytical dualism in the contemporary topic.	Pick up on going beyond analytical dualisms for the purpose of negating parallel monologues and making a contribution.	Reintroduce topic
Establish your relations with the topic.	In detail articulate your relations with the topic and their contribution to the argument.	Discuss your relations with these keywords.	Discuss your relations with the contemporary conditions, keywords, and the like.	Discuss your relations with analytical dualisms and the problems and possibilities of them for the topic.	Linking back to earlier, discuss role of existing theorizations and their legitimization and maintenance.	Establish your relations with the topic and their contribution to the argument.
Trouble / problematize key language of the topic.	Discuss your relations to the key language of the topic (further picked up in next chapter) and its contribution to the argument.	Problematize the language of the topic. A useful resource is Locke & Golden-Biddle (1997).	Problematize the contemporary conditions with particular reference to how it is shaped by and shaping of the image of organizing.	Problematize the analytical dualisms with particular reference to the topic and how they influence parallel monologues and/or productive theorizing.	Problematize the contemporary dialogue and debate and set up the potential for productive contributions for moving the topic forward in relation to others.	Locate the work in the broader usages of the key terms of the topic with a focus on distinctions.
Locate your specific engagement with the topic in <i>spatio-temporal conditions</i>	Use the previous two sections to now articulate your relations to empirical examples of the topic.	Discuss the key words in relation <i>spatio-temporal conditions</i> (e.g., why leadership now)	Discuss specific empirical examples that reinforce your argument on the role of <i>spatio-temporal conditions</i> .	Use empirical examples of the topic(s) to argue for an approach that goes beyond analytical dualisms.	Use explicit examples from literatures and your own work to show the potential for productive contribution and recasting the topic.	Locate the work in broader <i>spatio-temporal conditions</i> and the ongoing generation of the topic.
Explain how this piece will go beyond analytical dualisms.	Balance these claims against the establishment of analytical dualisms and a sense of superiority over alternatives.	Balance the claims against critique of analytical dualism (e.g., leadership v management)	Balance these claims against the critique of the universal / particular argument.	Balance these claims with against the critique of establish an analytical dualism in distancing from them.	Balance these claims against critiques that could be raised, anticipate the critiques and justify your claims.	Drawing the distinctions together articulate how they are not 'othering' perspectives but in relation.
Signpost the piece with specific reference to your contribution and how it opens up knowledge generation to the problems and possibilities of the topic.	Synthesize arguments of the chapter and stress the importance of confronting our ontological complicity with the world as it is and the potential of underlying generative principles for insights into knowledge construction/production.	Synthesize arguments of the chapter and stress the importance of <i>spatio-temporal conditions</i> for language as an organizing feature of the social (explicit links to next chapter).	Synthesize arguments of the chapter and stress the importance of not creating analytical dualism to build your knowledge claims (explicit links to the next chapter).	Synthesize arguments of the chapter and stress the importance of going beyond analytical dualisms to create the conditions necessary for productive theorizing (explicit link to next chapter).	Synthesize the arguments of the chapter and how they make a productive contribution to the topic and a fruitful direction for further inquiry.	Synthesize the general thesis, articulate the explicit contribution of the piece and how this is an invitation to others to continue knowledge generation on the topic.

This resource was developed by Dr Scott Eacott to assist with the generation of a paper or dissertation mobilizing the *relational* approach (e.g., Eacott, 2015, 2018). It is not a definitive guide, but an indicative overview. For further support you are encouraged to engage with further support available online (<http://scotteacott.com>) and to consult key text written by Dr Eacott.

Key texts:

Eacott, S. (2018). *Beyond leadership: A relational approach to organizational theory in education*. Dordrecht, the Netherlands: Springer.

Eacott, S. (2015). *Educational leadership relationally: A theory and methodology for educational leadership, management and administration*. Rotterdam, The Netherlands: Sense Publishers.