

# 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
<p>Drawing on the work of <a href="#">Pat Thomson</a>, the introduction needs to:</p> <p><b>Locate</b> the work in a broader (and international) dialogue on the topic.</p> <p><b>Focus</b> the paper on a specific topic / area that will be explored at depth.</p> <p><b>Argue</b> for a particular position. This argument should be signposted for the reader.</p> <p>This introduction should set up the problem, your argument, the markers of your thinking, and why it is significant / relevant. (This framing is recommended by <a href="#">Raewyn Connell</a> for giving conference papers).</p>	<p>In detail, articulate your relations with the topic (construction of object) and their contribution to the argument (construction of knowledge).</p>	<p>Reiterate the key words, concepts, labels and your relations with these keywords.</p>	<p>Discuss the significance of labels for how we understand the social world.</p>	<p>Discuss common analytical dualisms and the problems and possibilities of them for the topic.</p>	<p>Linking back to earlier, discuss role of existing theorizations and their legitimation and maintenance.</p>	<p>Balanced against the introduction, this section / chapter needs to:</p> <p>Reiterate the research problem, and why it is important;</p> <p>Explicitly argue for what your approach brings that is new to the field;</p> <p>How the work contributes to advancing knowledge claims in the field; and</p> <p>As a <i>relational</i> contribution, how it fits with other approaches and serves as an invitation to thinking with, through and where necessary against in the interests of advancing the field.</p>
	<p>Explicitly link the above with the key language of the topic (further picked up in next chapter/section) and its contribution to the argument.</p>	<p>Problematize the language of the topic. A useful resource is <a href="#">Locke &amp; Golden-Biddle (1997)</a>.</p>	<p>Reiterate the contested nature of the topic and its language features and their underlying assumptions.</p>	<p>Problematize the analytical dualisms with particular reference to the topic and how they influence parallel monologues and/or productive theorizing.</p>	<p>Problematize the contemporary dialogue and debate and set up the potential for generative contributions for moving the topic forward in relation to others.</p>	
	<p>Articulate how relations are constitutive of and emergent from our image of organising (picked up in a later section).</p>	<p>Discuss the key words in relation to <i>spatio-temporal conditions</i> (e.g., why the topic now)</p>	<p>Discuss specific empirical examples demonstrating how <i>spatio-temporal conditions</i> are constitutive of and emergent from relations.</p>	<p>Use empirical examples of the topic(s) to argue for an approach that goes beyond analytical dualisms.</p>	<p>Use explicit examples from literatures and your own work to show the potential for generative contribution and recasting the topic.</p>	
	<p>Balance these claims against the establishment of analytical dualisms (e.g., relativism / realist) and a sense of superiority over alternatives.</p>	<p>Balance the claims against critique of analytical dualism (e.g., leadership v management)</p>	<p>Balance these claims against the critique of the universal / particular argument.</p>	<p>Balance these claims against how a focus on <i>relations</i> denies the original existence of dualisms.</p>	<p>Balance these claims against critiques that could be raised, anticipate the critiques and justify your claims.</p>	
	<p>Synthesize arguments of the chapter and stress the importance of confronting our ontological complicity with the world as it is and what it means to be an embedded and embodied <i>auctor</i>.</p>	<p>Synthesize arguments of the chapter and stress the importance of <i>spatio-temporal conditions</i> for language as an organizing feature of the social.</p>	<p>Synthesize arguments of the chapter and stress the importance of not creating analytical dualism to build your knowledge claims.</p>	<p>Synthesize arguments of the chapter and stress the importance of going beyond analytical dualisms to create the conditions necessary for generative theorizing.</p>	<p>Synthesize the arguments of the chapter and how they make a generative contribution to the topic and a fruitful direction for further inquiry.</p>	

This resource was developed by A/Prof Scott Eacott to assist with the generation of a paper or dissertation mobilizing the *relational* approach (e.g., Eacott, 2018, 2019). 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 A/Prof Eacott.

## Key texts:

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

Eacott, S. (2019). Starting points for a *relational* approach to organizational theory: An overview. *Research in Educational Administration and Leadership*, 4(1), 16-45. <https://doi.org/10.30828/real/2019.1.2>