

<b>Theorist</b>	<b>Transactional/ Operational Economic</b>	<b>Transformational Organizational</b>	<b>Convergent Community</b>
<b>The Conference Board Waddock (1994)</b>	First Wave 1980's Nation At Risk. Boston Compact. Donation of funds, equipment, not true partnerships. Money for quick fixes.	Second Wave: Mid-late 1980's Strategic planning, TOM, and stakeholders.  Third Wave: Late 1980's and early 1990's School choice and National. Standards	Fourth Wave: Systemic reform, social supports, involvement of key stakeholder groups to achieve change, social wisdom as guideposts for change, the long term process of change. Learning organizations, extend beyond organizational boundaries/goals.
<b>Cyert and Goodman (1997)</b>	Traditional partnership support from exchange. Effectiveness equals the number of new products, students trained, technology transfer process or outcomes.	Nine components of business/university partnerships 1. Select a problem that is motivating to both parties 2. Select problems that are generalizable and relevant to other components of the education/business partnership 3. Create team-based organizations to conduct education and business activities that build on each other's strengths. 4. Create a process to permit a redesign of the relationship over time. 5. Build multiple tasks between education and business. 6. Create personnel linkages at different business and education levels and areas. 7. Create new formats to disseminate results of the business and education relationship to both business and education personnel. 8. Create new organizational arrangements to share results and their implications 9. Use existing developments in information technology to disseminate results and to store findings that may be useful to university or company	Both partners facilitate learning; learning organization sustains partnership; strategic thinking cultural integration, team-based environments.
<b>Drucker - Gaudiani (1998)</b>	Capital as cash.	Human and intellectual capital.	Wisdom as capital. Common commitment, sustain the well being of others to have strong communities. Connect to ideals outside ourselves.
<b>Stone (1998)</b>	Market exchange, economic transactions, concept of self-image, liberty and security, maximize well-being, self interest versus interest of community, and change driven by exchange.	Polis - public interest, combine private and public benefit interests. Bridge gap with influence, cooperation and loyalty, Liberty and efficiency. Most output for a given input.	Political paradox, security efficiency, equity and liberty combined. Justification of policy. Change by the interaction of mutually defined ideals and alliances.
<b>Hughes- Beresford-Hill (1999)</b>	Cooperative: contracts, exchange of goods or services, high autonomy, high power, low formality, low exchange.	Collaborative:  High formality High exchange Low autonomy low power.	Coleman; social capital, functional community, moral and political contract.
<b>Googins and Rochlin (2000)</b>	One-way transfer of resources. Business philanthropy corporate citizenship. Market driven. Reciprocal exchange.	Create mutual gain Identify strengths of each partner, workforce development, Developmental value creation.	Creation of symbiotic value, created by joint efforts not achievable without partnership. Socially driven.
<b>Business Higher Forum (Winter 2000) Sharing Responsibility</b>	Provide assistance. Share needs.	Exchange new information.	Challenges of helping all children learn demands. Increased responsibility of business, higher education and others from both inside and outside school systems.
<b>Senge (2000)</b>	Bartering and favors.	Systems thinking Personal mastery Mental models Shared vision Team learning	Learning organizations. Integration of learning into culture and work setting.

The table was adopted from Dr. Taylor-Dunlop class notes 2008 - 2009