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Editor-in-Chief's Introduction

Describing who is reading *OMJ* and what you can expect in this issue – lean engineering, emotional intelligence, and management education

William P Ferris

Editor-in-Chief

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The 2009 year Webtrends statistics are in and *OMJ* continues to be a very international journal. About 62% of the visitors to our journal site are from non-US points of origin with 37% coming from the US and 1% of unknown origin. The top 20 countries of visitor origin are, respectively, the US, the UK, India, Malaysia, Australia, Canada, China, Philippines, Germany, Indonesia, Singapore, Pakistan, Thailand, Iran, the Netherlands, South Africa, Poland, Turkey, France, and Taiwan. Many but certainly not most of these countries have English as their primary language. Within the US, the states of California, Massachusetts, New York, New Jersey, and Texas have the greatest number of visits and would be in the fourth through sixth range if placed on the list of countries accessing us. That two of these states are not within the regional reach of the Eastern Academy of Management in the US suggests we are getting broad domestic readership as well.

Our top 10 downloaded articles and the volume they appear in follows. I encourage you to revisit them and even to use some of them as classroom readings as I have done with success.

1. Building and maintaining sustainable organizations (5.1) by Dilip Mirchandani and John Ikerd;
2. You're an organization development practitioner-scholar: can you contribute to organizational theory? (5.1) by Jean M. Bartunek;
3. Leveraging workplace diversity in organizations (3.3) by Alison M. Konrad;
4. Commitment to corporate, social, and environmental responsibilities: an insight into contrasting perspectives in China and the US (5.2) by David H. Ralston, Carlos W. H. Lo, and Carolyn P. Egri;
5. Fostering Emotional and Social intelligence in organizations (3.3) by Craig R. Seal, Richard E. Boyatzis, and James R. Bailey;
6. IBM and Germany 1922–1941 (case and teacher's manual) (5.4) by Donald W. McCormick and James C. Spee;
7. Employee empowerment, action research and organizational change: a case study (6.1) by Victor Woodell;
8. Enabling the new careers of the 21st century (5.1) by Frieda Reitman and Joy A. Schmeer;

9. A review of *Becoming a Resonant Leader* (McKee, Boyatzis, and Johnston): contextualizing the place of Emotional Intelligence skills with respect to team leadership and group dynamics (6.1) by Robert R. Klein; and
10. The development of corporate responsibility/corporate citizenship (5.1) by Sandra Waddock.

These articles by leaders in their fields have been very popular. Each one represents a thread of articles that we have published in the journal in the past 4 years, and that we continue to invite from prospective contributors. New threads are being started, too. For example, as the year 2010 wears on, many of the articles from the winter issue of 2009 have begun to be downloaded, the leading one of which was "Management Education Using Social Media" by Charles Wankel on the use of Facebook, Second Life, and other social media in management education. This article could not be more cutting-edge for management education.

Understanding lean change initiatives

To get to this issue, however, we are happy to have five outstanding pieces. Two of them – research cases on lean change initiatives – have taken our publication of case studies to a new level because we are publishing short commentaries on each one by the other's set of authors as well. As mentioned in Alvin Hwang's introduction, we are also inviting readers to write comments to us here at omj@palgrave.com, with the possibility of starting a discussion on the topic they present. Presented in our Linking Theory & Practice section, their idea is to examine principles of lean engineering through the use of a lean engineering intervention in each of two different companies. In one case, authors Jennifer Hartwell and George Roth of Massachusetts Institute of Technology were successful by various measures in assisting major change management, and in the other, authors Elizabeth Turesky and Patrick Connell of the University of Southern Maine had less success, primarily due to lack of leadership buy-in at the corporate level and commitment to implement a systematic lean change. Research cases are not usually used in the management education classroom, but they can be very helpful in building theories going forward, and that is exactly what I think these two cases do for lean transformations. Roth and Hartwell present an excellent argument for the use of such cases in their commentary. Practitioners who are planning organizational change efforts can also gain very

useful guidance from perusing these cases and the commentaries of their authors.

A new integrative model for the emotional intelligence (EI) concept

Next, we have a new EI article, his third in *OMJ*, co-authored by Craig R. Seal, a professor and Director of the Center for Emotional and Social Competence at the University of the Pacific in California. This time, he and co-author, Adrianna Andrews-Brown, also of the University of the Pacific, offer a theoretical approach to understanding emotional intelligence that finds room for the three primary theorists in the field. Their article, "An Integrative Model of Emotional Intelligence: Emotional Ability as a Moderator of the Mediated Relationship of Emotional Quotient and Emotional Competence," proposes a new model in which the mental abilities psychology approach of Salovey and Mayer (1990) among others can co-exist with the emotional competence management/social psychology approach of Goleman (1995) and Boyatzis (2009) among others as well as the positive psychology approach of an early EI proponent, Bar-On (1988, 2006). These camps have engaged in various debates over the true conceptual nature of EI for over a decade now (Mayer *et al.*, 2008), so the Seal and Andrews-Brown article has great promise in helping those interested in EI to consider one integrative model.

Management education – experience and reflection

Last, we have two outstanding Teaching & Learning (T&L) contributions. An earlier version of the first of these, "Developing the Competencies of Interactional Justice" by Kevin P. Farmer and Steven I. Meisel, won the Best Experiential Paper award at the 2009 Eastern Academy of Management meeting. It presents an exercise that helps students understand and experience how the effects of interpersonal and informational justice can affect interpersonal communication among the principals and employees of an organization – perceived fairness helps support trust and commitment in negative situations while perceived unfairness persistently affects interpersonal relations between employees and management and among stakeholders generally. Don Gibson, current Co-Editor of Current Empirical Research but also the 2009 Chair of the Experiential Learning Association of the Academy, introduces this article. As long-time readers of *OMJ* know, the winners and runners-up for this award, normally culled from among 20–25

entries, are automatically invited to submit their papers to our T&L section as part of what has been called the ELA Special Issue. Once submitted, they go through a second blind review and, if warranted, through the revise and resubmit process.

The second T&L paper, "Management as a contextual practice: The need to blend science, skills and practical wisdom" by outgoing Co-Editor of the section, Jon Billsberry, of Coventry University, UK, and Andreas Birnik of National University of Singapore, is actually introduced by the very same award-winning Steve Meisel, who is holding down the T&L fort now that Jon has indicated he will be stepping down. It subjects the old debate of management, art or profession, to an Aristotelian analysis with the conclusion that we have been underestimating the practical wisdom (Aristotle's *phronesis*) involved in management. This brings the authors to the ramification that management,

as a blend involving science and practice, leads to management education needing to be much more "hands-on," perhaps more of an apprenticeship model in which business schools run businesses on campus and management students learn by doing and examining the evidence they create. Anyone even faintly interested in the field of management education will be very intrigued with these two fine T&L papers.

Finally, we now need a new T&L Co-Editor. If you like what we are doing in this section, please nominate yourself (or someone else whose work you respect) for the position by writing to me at omj@palgrave.com and including a CV and a short statement about why you might like to join our Editorial Team. We also have openings for a Co-Editor in Emerging Conceptual Scholarship and Current Empirical Research. We would love to hear from you.

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