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EDITORIAL

Some Highly Engaging Research Stories and a Great Exercise

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In this issue, we present four articles and a book review. Three of the articles tell highly engaging research stories and the fourth provides us with a terrific experiential exercise to try in the classroom.

In the Current Empirical Research section, we offer “A Social Exchange Model of Psychological Contract Fulfillment: Where Do Promises, Expectations, LMX, and POS Fit In?” by Anjali Chaudhry and Amanuel G. Tekleab. The authors examine the relationship between psychological contracts, leader–member exchange, and perceived organizational support (POS). Their results suggest that expectations fulfillment can cause high leader–member exchanges (LMX) when the source of fulfillment is perceived to be the manager and is also related to perceived organizational support when the organization is seen as the source of psychological contract fulfillment; however, these results were not significant for promises fulfillment. The study was conducted using surveys from 258 working adults enrolled in management courses in a major Midwestern university.

Our Teaching & Learning section presents two articles. The first is an experiential exercise around a role-play negotiation and is by Joe Seltzer. Joe is the 2013–2015 President of the Organizational Behavior Teaching Society (OBTS)—Association for Management Educators, which is well known as a creative incubator of experiential exercises as well as perhaps the preeminent management education professional organization in the field. He is also a past president and fellow of our umbrella organization, Eastern Academy of Management, where for many years he led the Experiential Learning Association (ELA), which sponsors experiential exercises at the annual conferences. You can rest assured that this exercise will help students understand principled negotiation philosophy and strategy both. He has been using it for a long

time with great results. The second article is not an exercise but rather an approach to effective use of teaching assistants (TAs) in the classroom. In “Middle Managers of the Leadership Classroom: Realizing the Developmental Capacity of Teaching Assistants,” Lisa Rosh and Timothy J. Tobin explain their approach to using TAs as the middle managers in an organization, thus allowing students to see them as part of an organization and as manager exemplars. The authors, who were teaching a course based on Wharton’s Management 100: Leadership and Communication in Groups at a large prestigious southeast Asian university, developed an elaborate qualitative study using a phenomenological approach in which they were able to show that TAs were extremely valued as leadership development coaches as a result of casting them as middle managers. This is a fascinating study for the qualitative data development process alone, but even more important, it suggests some guidelines from which universities with TA programs can definitely benefit.

Our last article appears in the Linking Theory & Practice section. “Creating a Healthy Workplace Culture Using an Appreciative Inquiry 4-D Cycle,” by Raymond Calabrese, Erik Cohen, and Dustin Miller, showcases the use of appreciative inquiry (AI), a well-known positive approach to organizational management and change, in a unique partnership activity between an urban drug court (UDC) and its extremely poor but needy clients. The setting when the authors, all from The Ohio State University, began their AI activity was dismal—no one wanted to work at the UDC and most employees viewed their jobs as waiting for something better to come along. Using the well-known AI 4-D approach, which they present in figures, the authors take UDC members through the Discovery–Dream–Design–Destiny cycle as they envision what the organization would look like if everything were running perfectly and then design it (Cooperrider, Whitney, & Stavros, 2008). By the end of this extremely positive intervention, they report that for UDC members a new sense of trust and excitement about their jobs, their organization, and their partnership had emerged. Two past articles we have published on this transformative and highly

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effective organizational change strategy are listed following the editorial.

We conclude our issue with a review of a highly interesting team-building book by Les McKeown entitled *The Synergist: How to Lead Your Team to Predictable Success* (Palgrave MacMillan, 2012), as reviewed by Laura McClendon. In the book, McKeown details the value of having a synergist on a team. A synergist is a person who knows how to resolve conflicts and turn them into collaborations, among other things. It is a role carried out by one who knows how to get to win-win. After reading Laura's review, I'm sure you will want to learn more by reading the book!

I know you will find this issue as intriguing and downright educational as I did.

**Previous Articles Published in *OMJ* re:
Appreciative Inquiry**

- Conklin, T. A., & Hart, R. K. (2009). Appreciative inquiry in management education: Measuring the success of co-created learning. *Organization Management Journal*, 6(2), 89–104.
- Sekerka, L. E., Zolin, R., & Smith, J. G. (2009). Be careful what you ask for: How inquiry strategy influences readiness mode. *Organization Management Journal*, 6(2), 106–122.

REFERENCE

- Cooperrider, D., Whitney, D., & Stavros, J. (2008). *Appreciative inquiry handbook: For leaders of change* (2nd ed.). Brunswick, OH: Crown Custom Publishing.