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EDITORIAL

Six Great New Articles Including Three White Papers

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In this issue, we are pleased to lead with a special section series of three White Papers capably facilitated and edited by special section co-editor Ted Peters, past president of the Eastern Academy of Management and official sponsor of this journal. Regular readers of these pages will remember that when past presidents are so motivated, we are pleased to invite them to create a special series of White Papers on significant subjects we think would be of high interest to the readership. The articles usually cover the past and present state of a particular subfield or interest area and a guided vision of the future in that field. Unofficially, they belong in our Linking Theory & Practice corner.

The first of the White Papers has been authored by Frank Shipper, Charles C. Manz, Bill Nobles, and Karen P. Manz, and is entitled “Shared Entrepreneurship: Toward an Empowering, Ethical, Dynamic, and Freedom-Based Process of Collaborative Innovation.” In it, Shipper and colleagues present the concept of “shared entrepreneurship,” which they contend is a model of organizational structure that produces much better results than the more traditional command-and-control models. It involves an “empowering, ethical, dynamic, and freedom-based process of collaborative innovation.” They call upon 25 years of experience with companies using elements of this approach to document the effectiveness of the principles of shared entrepreneurship, which cluster around peer management and feedback approaches, mentoring, and team bases for compensation and power. Through a series of interviews, the authors document their identification of the strategy and proceed to connect it with some academic literature around organization culture and strategy. Companies highlighted as using shared entrepreneurship include Southwest Airlines, NUCOR, and W. L. Gore, among others.

The second White Paper is by Peter Arsenault and Sue R. Faerman of SUNY–Albany and is entitled “Embracing

Paradox in Management: The Value of the Competing Values Framework.” It derives from previous research—much of which Faerman had participated in as a co-author, and which is listed in her reference section—in which the quadrants of the key figure in the framework compare the human relations, open systems, internal process, and rational goal values models across axes of internal–external focus and control–flexibility. The current article goes beyond consideration of the paradoxes between the quadrants of the competing values framework, and introduces the new notion of paradox within the quadrants.

In the third White Paper, Peters joins Jeff Nesteruk to write the article “Management as a Liberal Art: The Legacy of the Hartwick Humanities in Management Institute.” This article recounts the founding and development of the Hartwick Institute, led by the able hand of founder John Clemens, long-time Hartwick professor. While several different professors spread around different universities and colleges had begun to use classical and even modern literature to help illustrate management theories, especially humanistic management theories, Clemens devoted a singular energy to doing so through establishment of the Hartwick Institute. Along with Doug Mayer, his dedicated colleague at Hartwick, he produced many “case-books” with helpful instructor material on how to use classics from Greek literature, Shakespeare, and world literature in general in the management classroom. Professor Clemens has now retired and the Hartwick Institute’s future is uncertain, but not its legacy. Peters and Nesteruk chronicle key elements of the history of the use of literature in management education since the 1980s and offer their conclusion that this pedagogy is only going to become stronger in the future, with the Hartwick Institute having played a major role in its establishment.

The next two articles in this issue come from the Teaching & Learning (T&L) section. The first, “The Effects of Group-Level and Individual Contributions on Business Simulation Team Performance” by Kristin Backhaus and Karl Heiner, examines the effect of star performers in student teams. As the authors hypothesize, the performance of the star member is highly

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correlated with the performance of the team. Other variables such as intrinsic motivation of team members and team composition are also reported on. This article is must reading for any professors who use student teams as part of their pedagogical approaches. The second T&L article, “An Integrated Course Design Model for Beginning Faculty” by Thomas F. Hawk and Amit J. Shah, presents a model for course design and delivery that involves continuous reexamination of pedagogy and philosophy, with attention to situational context. The course becomes very organic for Hawk and Shah, as changes dependent on students and other situational variables impact its reinvention.

Our sixth and last article of this issue is from First Person Research. In “From Academics to Change Agents in a Gender Equity Initiative,” Sonia M. Goltz and Patty Sotirin offer firsthand insights into their experiences as women

faculty-turned-change-agents in the development of a National Science Foundation (NSF)-funded program intended to raise awareness of gender bias at their male-dominated, technology-oriented university. Their reflections make an important contribution to the gender research using experiences from academia. Theirs is a brave story.

Finally, we have openings for new co-editors in Emerging Conceptual Scholarship, Teaching & Learning, and First Person Research. Our goal is to have two co-editors in each section, so we welcome applications, especially from the *OMJ* community—broadly defined as past authors and members of the boards as well as the journal’s reviewers. If you are a reader, go to ScholarOne (mc.manuscriptcentral.com/omj) and become a reviewer, which will eventually qualify you to be considered as a co-editor. Send me a curriculum vitae and a short e-mail detailing your desire to be a co-editor and I will get back to you.