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EDITORIAL

New Co-Editors and New Articles in Two Sections, Including One on “The Voice”

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As indicated in the last issue of 2014, we have been involved with a transition of co-editors at *OMJ*. Since then, we have had a further retirement of two long-time *OMJ* section co-editors, this time in our Current Empirical Research (CER) section. Kristin Backhaus of SUNY New Paltz, our long-time senior CER section co-editor, is in the process of completing a 6-year editorial stint begun in the fall of 2009 when she became co-editor of the Reviews and Research of Note (RRN) section, after having written some articles for Teaching & Learning beginning in 2005, before we were even a quarterly. Soon, 1 year after being named co-editor of RRN and in the last issue of 2010, we introduced Kristin as the new co-editor of CER. So by the end of 2015 she will have completed 5 years as CER co-editor and 6 years as an *OMJ* editor overall. Clearly, she has earned her sabbatical from editing! Randy Sleeth joined us as Kristin’s fellow CER co-editor as of the last issue of 2011, but in reality he was actually the co-editor of a short-lived section entitled Bibliography going back to 2004 and the very first issue of *OMJ*. However, his true peer review editorial assignment began in 2011 at CER. By 2014, Randy had retired from Virginia Commonwealth University, and informed me that 2015 would be his last year. Of course, as is customary during a transition period, both Kris and Randy will finish the year and will also continue with the Replace and Resubmit manuscripts with which they are currently involved as they mentor the new co-editors. Congratulations to two terrific co-editors for their service, and now welcome to two new ones.

Our two new Current Empirical Research co-editors are exceptionally qualified for their new jobs. Each has had multiple publications in CER and even in other sections of *OMJ*. Please welcome Kerri Crowne Brannen of Widener University in Pennsylvania and Lisa Stickney from the University of

Baltimore (Maryland). Interested readers can search their *OMJ* pubs using the Search box for “within the journal” on our website (Lisa’s most recent article was in CER last issue; search Kerri under “Kerri Crowne”). They will both begin their duties under the mentorship of Kristin and Randy in the immediate future. Congratulations to Kerri and Lisa on their new responsibilities and to *OMJ* for getting such promising new co-editors.

We don’t have any articles from CER in the current issue, but we have four great ones in two other sections—an innovative one in Linking Theory & Practice and three highly useful ones in Teaching & Learning. The first of these is a unique article involving an extended examination of the role of the actual sound of the negotiator’s voice as a determining factor in crisis negotiations, specifically negotiations involving such events as kidnappings and hostage situations. Very little study has been made of this seemingly minor yet probably very major aspect of negotiation. The article by Christophe Haag and Elizabeth Fresnel, “Implementing Voice Strategies in Extreme Negotiations: A Conversation With Christophe Caupenne, Successful Former Commando of the French RAID Unit,” is a compelling “must-read” article that brings up many interesting ideas for negotiators and also provides some practical advice that can be put to immediate use by those involved in crisis negotiation. Moreover, it frames the question, what can we learn that will help us in business negotiations from this interview and assessment of a widely respected expert whose nickname is “The Voice”?

In the Teaching & Learning section, we have three articles for the second issue in a row. We are becoming a “go-to” source for the classroom management professor as well as the management education researcher. In the first article, Lynn E. Miller and Richard M. Weiss’s “Setting Goals in Different Roles: Applying Key Results From the Goal-Setting Literature,” the authors examine organizational behavior textbooks’ treatment of goal-setting theory, finding them sometimes overlapping and sometimes different. Their aim in this article

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is to present ways that goal theory can be made relevant for students. In the second article, "Most Admired Leader/Most Admired Follower," authors Susan D. Baker, Erica L. Anthony, and Susan A. Stites-Doe put their focus on the follower rather than the leader. Their discussion of common characteristics of leaders and followers leads to an exercise that helps students understand the relationship between leaders and followers in a new light. In "Mission-Centric Learning: Developing Students' Workplace Readiness Skills," authors Lisa A. Burke-Smalley and Kathleen Wheatley discuss the Association to Advance Collegiate Schools of Business (AACSB) insistence on learning outcomes being in synch with College of Business mission statements. Then they describe a term-long project that engages students as they assist the college in fulfilling its mission

of producing workplace-ready graduates. The beauty of this project is that it has students developing a training curriculum whose learning outcomes involve workplace readiness, which is a key element of the mission statement of their business school. The authors argue for searching for projects that can help advance their institutions' missions, helping them to see the value of such coordination. As a collateral benefit, in the particular project described, students inevitably learn to be more workplace ready, themselves, at a time when they are about to go out into the business workplace.

We know you will enjoy these articles, and also that you will have great confidence in our editorial staff as we work through inevitable retirements to bring new blood into the enterprise.