



From the Editor

As if the migration of JBAM were not enough, along with support from the editorial team, we are undergoing an assessment of the impact. In reviewing the previous issues of JBAM, it appears that Ernie Stark had done this when he first took over the editorship of JBAM in 2009; it seems appropriate that we institutionalize this more so that we can provide authors a measure of their article's performance. This is made easier now with the support of tools such as Google Scholar, Publish or Perish, or ResearchGate to name a few. Nonetheless, it is important for the Journal to have a sense of its cumulative impact and then to reach back periodically to thank the authors on whose shoulders the Journal is built. It is my intent to send formal letters where appropriate to the authors to acknowledge their contribution to the longevity of the Journal of Behavioral and Applied Management (JBAM). Meanwhile, we continue to be very pleased with the quality of article that we continue to receive and are excited to bring this issue to publication.

In lines with building on a strong base, the first article in this issue contributes to our understanding of technology-enabled change. In their article, *Innovative use of Force Field Analysis: Factors Influencing Technology Enabled Change*, Peter Toves, David Gould, and Linnaya present their findings from an exploratory study. Thirteen participants contribute to their findings through interviews, field observations, and questionnaire. This article identifies barriers to technology-related change and provides recommendations for both future research and practical management.

In the second article, *A Quantitative Analysis of the Challenges Facing Expatriates coming to the United States*, Gloria Onosu presents a phenomenological study of 15 expatriates while engaged in cross-cultural assignments. There is a history of well documented work on the challenges that expatriates face during cross-cultural assignments and this work seeks to contribute further by understanding what factors contribute to mitigating the social and cultural challenges during such assignments. Using semi-structured interviews and thematic coding, Dr. Onosu presents the themes uncovered and steps that help remove barriers and increase performance.

In the third article, *Workaholism and Authenticity: The Role of Life Satisfaction*, by Shahnaz Aziz, Karl Wuensch, and Katie Vitello should be of interest to all academics. The study looks at the relationship between workaholism and authenticity on life satisfaction in a sample of university faculty and staff. The authors note useful practices for intervention before lack of life satisfaction becomes an issue. The results of the study suggest areas of managerial intervention which may contribute to organizational performance and overall employee satisfaction

The fourth article is one that I am very familiar with, *Direct and Vicarious Learning and Firm Performance*. Alben Ivanova, Marcel Minutolo, and Alfred Marcus coauthored this work. I am extremely proud that the reviews came back favorably on this since it represents my own work. In this article, my coauthors and I illustrate the relationship of direct and vicarious learning

on firm performance. We used a sample of 1,150 ISO9000 certifications from the US and Canada. Our findings suggest that direct learning by integration with existing systems is the most effective learning source while using knowledge from others is the second best learning method. Our findings have implication for practice but also suggest new areas of research.

Finally, in their article, *Two-source Transformational Leadership and Student Outcomes during Service-learning*, Paul Jacques, John Garger, and Veselina Vracheva present their findings of student outcomes from service-learning projects. Service-learning has gotten a great deal of attention over the past few years as an important tool in the educational toolkit. Research in the overall success of these learning opportunities continues to develop as we try to ensure that the programs meet the learning goals and objectives; student satisfaction is a vital part of these outcomes. The authors look at the relationship between instructor and community partner's leadership style and overall outcomes. The findings suggest a strong relationship with dual leadership and student perceptions.

It is my desire to continue the hard work that the previous editors of JBAM have put in and continue to deliver issues that find a balance between pure research and application. I encourage you to consider submitting your scholarly and practitioner oriented work to the Journal of Behavior and Applied Management at <https://jbam.scholasticahq.com/>. I want to continue the practice of encouraging our readership to provide their reflections and responses to the articles in this issue. As the Associate Editor for JBAM, I appreciate your feedback in the spirit of continuous improvement.

Warm regards,

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