

Dear JBAM Readers,

As I pen my final From the Editor note, I am filled with a mixture of pride, gratitude, and a tinge of nostalgia. Over the past three years, my role as Editor has been one of the most rewarding experiences of my professional life. Our journey together has seen the journal grow in stature and appeal, attracting contributions from diverse scholars who have enriched our pages with their insights and discoveries. This year alone, we welcomed 34 scholars who contributed to the first two issues of our 24th volume, showcasing 13 articles that epitomize the progress we have strived for in terms of quality, topical and methodological variety, and audience diversity.

Our editorial team has been driven by a singular objective—elevate JBAM to new heights by enhancing the quality of our publications, expanding the variety of topics, research questions, and how those questions are addressed, and broadening our readership to include educators, managerial scholars, practitioners, and those new to academic publishing. We have sought to make our journal accessible with greater emphasis on development that JBAM has always served, and engage both first-time readers and authors, fostering an inclusive and dynamic scholarly community.

In this special issue, we present a microcosm of our mission, delving into the fascinating and ever-evolving realm of generative AI (GAI). The articles featured in this issue explore the multifaceted implications of GAI, providing both comprehensive overviews and critical examinations of its potential and challenges. As we navigate the uncertainties and possibilities that GAI presents, these contributions offer valuable insights and provoke thoughtful discussions on where the arc of GAI influence may be taking us.

Our first article, by Danxia Chen, Cicely Jefferson, Joanne Hix, Nathan Qin, and Yumeng Cao, titled “Exploring Generative Artificial Intelligence (GAI): Business Professionals’ Surveys and Perceptions on GAI,” provides a mixed-methods study that examines business professionals’ experiences with GAI. The study investigates the impact of GAI on productivity, the influence of demographics, and the advantages and disadvantages of using GAI. Using detailed content analyses, the authors highlight the potential of GAI to enhance efficiency and innovation while addressing critical concerns such as ethics, security, and user experience.

In “Managing Generative AI Innovation: The Impact of Proactive Personality and LMX on Work Outcomes,” Jack Smothers, Magdalena Viktora-Jones, Fernando Ferreira, and Nicolas Jankuhn explore interplays among proactive personality, leader-member exchange (LMX), and GenAI innovation. Their research reveals how LMX strengthens the relationship between proactive personality and GenAI innovation, mediating affective employee perceptions such as organizational commitment, job satisfaction, and turnover intentions. These findings offer valuable insights for managers aiming to foster innovation and retain engaged employees.

Paul H. Jacques, Hollye K. Moss, and John Garger contribute “A Synthesis of AI in Higher Education: Shaping the Future,” which examines the transformative role of generative AI in higher education. The article discusses AI’s potential to revolutionize teaching, research, and administration while addressing complex ethical considerations. The authors argue that by fostering informed dialogues and developing robust policies, we can harness AI’s capabilities to drive innovation and enhance learning.

Charu Sinha, Veselina Vracheva, and Cristina Nistor present “Maximizing Generative AI Benefits with Task Creativity and Human Validation,” developing a conceptual framework that emphasizes the importance of task creativity and human validation in successful generative AI outcomes. Their work suggests that managing generative AI is a strategic choice with significant managerial implications.

Sara Kimmel’s “AI-Facilitated Critical Thinking in an Undergraduate Project-Based Service-Learning Course” explores the integration of AI to enhance critical thinking skills in international business courses. The article offers practical recommendations for using AI to increase student engagement and foster higher-order thinking.

Scott A. Jeffrey’s “The Ethical Considerations of Artificial Intelligence (AI)” examines AI’s ethical implications across various domains, using ethical traditions to analyze issues related to education, idea ownership, deep fakes, bias, and autonomous vehicles.

I extend my heartfelt gratitude to the truly wonderful editorial team that has made this journey not only successful, but immensely enjoyable. John Garger, our accomplished Associate Editor, and Dr. Veselina Vracheva, our dedicated Assistant Editor, have been a joy to work with; they have consistently exceeded every expectation with their capability and commitment. Having known these exceptional individuals for a cumulative total of 46 years, my admiration for them continues to grow with each passing year. Their unwavering support, expertise, and camaraderie have been instrumental in our achievements, and I am deeply grateful for their invaluable contributions.

As I conclude my tenure as Editor of JBAM, I am deeply grateful for the support and dedication of our contributors, reviewers, and readers. Your passion and commitment have been instrumental in making JBAM a growing beacon of scholarly excellence. I step down from this role with the supreme confidence that the journal will continue to thrive and inspire future generations of scholars. I am profoundly honored that you have allowed me to be part of this incredible journey.

Warm regards,

A handwritten signature in black ink, reading "Paul H. Jacques". The signature is written in a cursive, flowing style. The first name "Paul" is written in a larger, more prominent script, and the last name "Jacques" follows in a similar but slightly smaller script. The signature is set against a light gray rectangular background.

Paul H. Jacques, PhD
pjacques@ric.edu