

LETTER FROM THE EDITOR

Volume 24 Issue 3
December 2024

Dear colleagues,

It is with great pleasure that I introduce this issue of JBAM as the journal's new editor. As both Assistant and Associate Editor, I served under several transformational editors, and I thank them for their counsel and leadership over the years. My Associate and Assistant Editors, Drs. Veselina Vracheva and Paul H. Jacques, have already been instrumental in ensuring the journal's mission of publishing rigorous research while maintaining a developmental approach. I am confident that the editorial team will continue to make contributions to the journal over the next 3 years.

JBAM is set to undergo some positive changes, including addition of book reviews and editorials to each issue. The editorial team is constantly searching for new ways to connect with our readers and support our authors. Our editorial board will soon be growing, and we are increasingly incorporating social media to extend the reach of the journal. However, it takes a community to make a journal successful, and I welcome any suggestions that readers, authors, and IBAM members have on how we can improve the journal and its processes.

The Current Issue

Soon after the editorial team released an invitation to submit under the topic *Future-Proofing: Preparing Managers and Leaders for Dynamic Business Environments*, we were pleased by the great articles we received, especially the inventiveness that their authors used to expose some important and timely topics, the hallmarks of impactful research.

Precious Carter, Gary Blau, and John Deckop's article on in-house and outsourced HR addresses disparities regarding perceived organizational support under the two approaches to HR. Their findings suggest that perceived organizational support was greater among the in-house HR sample, and that personalized and collectivist support were greater than the monistic type in the same sample. The authors admit that more research is needed on these topics, but as the first study to address them, this paper will likely base future research.

Yolonda T. Sanders's article on leadership and followership assesses emotional intelligence from the far-less-common viewpoint of followers, testing the effect of followers' emotional intelligence on followership. One particularly important finding was positive connections between followership style, including its individual components, and both self-perception and self-expression. The author argues that such disparities challenge assumptions of extant literature, challenges that encourage shifts in the literature and new viewpoints.

Robert T. Anthony's article explores what motivates and informs firms' adoption decisions regarding cybersecurity. The author argues that such adoption is inconsistent, despite the availability of advanced technology. Interviews among executive managers and cybersecurity experts revealed motivations for adoption, including increased threats. Barriers also appear to influence adoption, especially integration and how prepared an organization is to adopt new cybersecurity tools.

Sandra Aguillon and Julia Cronin-Gilmore's article on communication during remote work assesses changes to the ways in which employees communicate across numerous modes. Interviews among employees who work remotely suggest that communicating while working remotely invites miscommunication, and times between communications can be long. Interviewees also reported that remote work causes relationships to remain professional, and that friendships formed before working remotely have suffered. Among other findings, it is clear that not everything is known about remote work, and more research is needed.

Wendy Cook and Theresa Wilson's article on strategy theory assesses the timing of strategy theory as part of a curriculum, asking whether student learning is greater when theory coursework concludes before simulations commence.

The authors find that team performance among students increases when simulations follow theory, and that when simulations begin before theory instruction concludes, performance fails to match that from students whose theory education preceded simulation. The authors conclude that timing coursework and simulations is critical to student performance.

Kenneth M. York and T. J. Wharton's article demonstrates how experiential exercises can be used to teach multiple regression. Drawing from Kolb's theory, the authors show that considering how learners understand and process information enhances learning when guided by an instructor. They define the roles of both students and the instructor, showing that guidance and freedom are essential to learning new topics experientially. The authors argue that analyzing data to address questions results in better answers and greater understanding among students.

Concluding Remarks

The editorial team thanks all who were involved in the production of this issue. As usual, the journal's Editorial Board and ad hoc reviewers were vital to a smooth process for the authors and editors. I thank former Editor Dr. Paul H. Jacques for leaving the journal in such great condition. His organization and counsel have been instrumental. I thank former Assistant Editor and current Associate Editor Dr. Veselina Vracheva for her tireless commitment to technical aspects of the journal's production, especially her ability to get so much done in so little time. I thank President of IBAM Dr. Marcel Minutolo for his dedication and the trust he places in our editorial team. Together, we will continue to improve JBAM for our authors and readers.

A handwritten signature in black ink, reading "John Garger". The signature is fluid and cursive, with the first name "John" and last name "Garger" clearly distinguishable.

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