

Editorial

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Welcome to the guest-edited fourth issue of the DBS Business Review. There have been a number of personnel changes since the last issue of the DBS Business Review. Former managing editor, and founding cornerstone of the journal, Jane Buggle has moved on to become Librarian at IADT. Editor-in-Chief Dr. Garry Prentice is currently on a career break. Garry put together much of this issue and, as such, did all of the heavy lifting. On the matter of heavy lifting, Matt Kelleher, Head of the DBS Academic Information and Resource Centre, took over managing editing duties from Jane and has successfully brought this issue together, with his team of library staff. There have also been changes within his team. Laoise Darragh, Joan Colvin and Robert Alfis, collectively known as the Business Review's engine room, have moved on to be replaced by new Research Librarian Tiernan O'Sullivan, Information Literacy Manager Trevor Haugh and Library Assistant Amy Fitzpatrick. Thank you very much to Jane, Joan, Robert, Laoise and Garry for their Trojan work for the Business Review and also to Matt, Trevor, Tiernan and Amy for taking on the mantle for this and future issues. We all collectively look forward to the return of Dr. Garry Prentice to take up his role as Editor-in-Chief.

Previous issues of the DBS Business Review have highlighted the cross-discipline, open access and applied nature of the research published in the journal. This issue puts the focus on another aspect of DBS Business Review's scope; "to feature peer reviewed articles from ... undergraduate and postgraduate students alongside faculty" (Dublin Business School, 2021).

Many higher education institutes are exploring the concept of students as partners (SaP) in learning, which has been referred to as "arguably one of the most important issues facing higher education in the 21st century" (Healey, Flint & Harrington, 2014), yet remains a contested area (Matthews, Dwyer, Hine & Turner, 2018). Research is one area of academia with a long tradition of students and faculty working in partnership. The more distinct and separate teacher-learner relationship typical of taught higher education tends to blur during research. As lecturers become supervisors, their role tends to become more like a facilitator than a teacher. Likewise, the research journey allows supervised learners to take on more responsibility and drive the learning for themselves and their supervisors. The

burgeoning SaP movement can look to the traditional lecturer-learner relationship that develops during research for clues as to how students can become partners in many more aspects of higher education.

There is considerable value in lecturers and students co-authoring research. Payne & Monk-Turner (2005) highlight the practical writing and research skills that learners develop as co-authors as well the way in which collaboratively working on a research project with a lecturer will help prepare students for the relationships they will encounter in the workplace. Similarly, Pinheiro, Melkers & Youtie (2014) suggest that graduate student publication is a predictor of later career success. Unfortunately, lecturers and learners working collaboratively on research projects does not always translate into recognition for the learners. Mercer-Mapstone et al. (2017), for example, lamented the apparent failure of co-inquiry in research by student and faculty to translate into co-authorship.

I am delighted to say that the fears of Mercer-Mapstone et al. (2017) are not translated into this issue of the DBS Business Review, where each article features students either as sole authors or as lead co-authors with faculty. The issue opens with a collaboration between postgraduate Syed A. Jilani and undergraduate Mahnur Gilani, whose research looks at the concept of organisational justice among healthcare professionals working in Ireland. Staying in the realm of organisational behaviour, undergraduate Larry Maguire and lecturer Dr John Hyland adopt a mixed-methods approach to look at Job Specific Well-being amongst self-employed and directly-employed workers in creative and corporate workplaces. The theme of employee well-being is also examined by postgraduate student Ann-Marie Carragher and lecturer Dr. Lucian Lolich, this time in relation to the importance of organisational support in the form of media training for women footballers' use of social media. Another aspect of marketing, user perceptions of website cookie banners, is the subject of the next article, authored solely by postgraduate student Lakshmi N. Jayakumar. The need for organisational support for employee well-being is revisited in the final research article by higher diploma student Niamh O'Rourke and lecturer Dr John Hyland, who together investigate the coping strategies employed by Irish firefighters as they relate to perceived stress and anxiety levels. Finally, this issue concludes with a review of the 2014 Walter Mischel book *The Marshmallow Test: Understand Self-Control and How to Master It* by postgraduate student Francine Romani.

If the main theme of this issue of the DBS Business Review is students as authors and co-authors with lecturers, then the sub-theme is the need for organisations to support the people who work there. From firefighters dealing with stress to women footballers trying to navigate the tricky world of social media, positive organisational behaviour appears based on the willingness of organisations to provide the appropriate support and guidance. In the context of student-lecturer partnerships in research, the sub theme of this issue therefore, begs the question: What support and guidance are higher education institutes currently offering learners and lecturers to

transition to a SaP environment, where governance, policies and practices become the shared responsibility of learner, lecturers and managers alike?

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