

Editor's Introduction

In this issue, *First Person* moves from its place as a subsection of *Teaching & Learning* to an OMJ section in its own right. We believe this shift serves to enhance the role of reflexivity among organizational scholars, and to highlight the importance of shared learning as a value in academic life.

In his article, "Taking the Charisma Out: Teaching as Facilitation," Joe Raelin explores the paradoxes and dilemmas of shifting from a charisma-based to an inquiry-based approach to teaching and transmitting knowledge in the classroom. The paper explores how and why he made this transition, how he tried to minimize his use of charisma in the classroom, and how his colleagues and peers reacted to the transition, many of them with skepticism and concern. He then looks to the theoretical literature to discuss the advantages and disadvantages of charisma and explains how he came to believe that an inquiry approach enabled students to take greater responsibility for their own learning. The article is noteworthy for the author's willingness to examine his own feelings about and process surrounding charisma in the classroom and to purposefully try to move away from it. In discussing this transition, the reader gets the chance to see how he has developed new teaching practices that are consistent with a shift in his teaching philosophy. We also gain insight into some of the barriers and paradoxes he encountered in trying to make this transition.

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