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## EDITORIAL

# Understanding Differences, Both Inside and Outside Our Own Culture

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First, some housekeeping. Although we began our transition to Routledge, Taylor & Francis from Palgrave Macmillan, our former publisher, this past January, it is a six-month process to complete. Therefore, we published our first issue under the Routledge imprint this past April and this summer issue is our second; however, we may still be up on our old Palgrave site as you read this. Nevertheless, that site will soon be dark and you will be able to find us right here on the Routledge, Taylor & Francis site, [www.tandfonline.com/uomj](http://www.tandfonline.com/uomj), for the foreseeable future. We are accepting submissions at [omj@wne.edu](mailto:omj@wne.edu), but that, too, will soon change. Since we are moving to the ScholarOne (formerly ManuscriptCentral) platform, our submission and manuscript process will soon be going online. The new address for submissions will then change to <http://mc.manuscriptcentral.com/omj>. Our new Routledge, Taylor & Francis website will make the changeover date and process clear. In the meantime, we are grateful to the outstanding RT&F team in Philadelphia for making this transition so easy for us. Meanwhile, cut and paste this paragraph into your favorites folder so you will have all these links handy!

In this summer issue of 2012, you can expect to find a special section of three international articles and two seemingly unrelated management education articles. However, all the articles deal with cultural differences. The special section element of this issue lies in the origin of the three international articles; they all began their lives as peer-reviewed presentations at the EAM International conference in Rio de Janeiro, Brazil, in June 2009. Now, following a long process in which the authors took into account their conference reviews, then took into account another set of reviews from *Organization Management Journal (OMJ)*, the articles have landed together in this issue. *OMJ* has done this in the past with other EAM International conferences and plans to do so in the future, though no promises

of publication can be made. Special thanks go to Kathleen Suchon for her role as Program Chair of EAM-I in Brazil, and in initially handling the manuscripts. As to the two management education articles that are not part of the special section, as mentioned already, we think they can be seen in the context of the international articles, in that all five articles deal with understanding a different culture. We'll get to that later in this introduction. Finally, we have two intriguing book reviews for your inspection.

Our lead article is from a perspective rarely seen in this journal—that of a developing nation's rural economy. In "To What Degree Can Potable Water Foster International Economic Development and Sustainability? What Role Does Health Play?" Bruce Clemens and Thomas J. Douglas found that the relationship between available potable water and public health resources directly correlates with economic sustainability, specifically in rural Guatemala. It seems that as the world becomes smaller, the economic viability of rural indigenous populations affects the sustainability of the developed world and economy as well. The authors point to the United Nations as needing to play more of a role than it does now, and they also encourage the developed world to be more helpful in improving water and sanitation as well as public health conditions, not just for the good of the rural populations, but for the good of the entire world population and the global economy.

Our second article, "Tracing the Path to 'Tiger Hood': Ireland's Move From Protectionism to Outward Looking Economic Development," by Paul F. Donnelly, takes us back to the developed world to a country that is having economic sustainability issues of its own: Ireland. Battered by the recent global recession, the Celtic Tiger made moves to pull back for survival, but interestingly, the global connections Ireland had made outside its small 20th-century sphere of influence in becoming a more flourishing economy in the early 21st century have proved helpful in fighting the recession of recent years. After tracing Ireland's economic development from the early 20th century to the present, the author argues that Ireland's path from protectionism to outward looking economic development

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has helped the country stay economically alive, not hurt it, as protectionists might assert. Domestic housing and investment policies are more the problem and outward looking economic development more the solution.

If the world is having growing pains with its cross-cultural interactions, perhaps we need to be spending more time in colleges and universities preparing our future economic leaders for dealing with cultures other than their own. In "Developing Cultural Intelligence: An Undergraduate Course Assessment Framework," Elizabeth A. McCrea and Jason Z. Yin describe a process undertaken at one U.S. university to try to assess the difference in multicultural learning between those who take courses with a global business focus (GBC) and those who actually visit another country as part of an international study program (IST). Their initial findings are that "IST participants gain a deeper level of cognitive and metacognitive intelligence, while GBC students gain wider breadth" (McCrea & Yin, 2012, p. 104). The authors go on to propose that the IST students will gain greater motivational and behavioral intelligence due to a richer feedback environment. However, they encourage further study, beyond that done with the university samples described in their article, of differences in learning, even while intimating that study abroad is the richer experience. A previous article in this journal, by Jeanie Forray and Janelle Goodnight (2010), is of high relevance on this topic.

The next two articles are from our Teaching & Learning section and will be of great interest to anyone concerned with business ethics as well as culture shock. In "Business Teaching, Liberal Learning, and the Moral Transformation of Business Education," Jeffrey Nesteruk describes the collision between business school and the liberal arts tradition. Writing from the perspective of a business ethicist who has taught in both cultures, he describes the study of business ethics as the lynchpin for understanding the multiple perspectives of liberal education and the more focused perspective of management education. From this vantage point, it is possible to provide a more comprehensive education to management students, one that invites more of a blending model rather than the bridging model most often envisioned when discussing the relationship between liberal education and business education. Eventually this process leads to "the moral transformation of business education." Perhaps if you are currently teaching in a business school, this approach implies a larger role for business ethics and for the blending of liberal arts into the curriculum as well.

Our list of articles concludes with a Teaching & Learning experiential exercise to help protect us from future culture shocks. In "Culture Shock: Hiding in Plain Sight—An Experiential Exercise," authors Mary G. Trefry and Valerie L. Christian, one of whom has appeared previously in *OMJ* with a very pedagogically useful business ethics article (Christian &

Gumbus, 2009), present an experiential exercise that revolves around role playing with cross-cultural issues. It brings to the surface all the challenges of communication and cross-cultural conflict as the role players attempt to plan a future corporate event together in a context where multicultural as well as corporate culture issues abound. The authors provide a multitude of materials to help the facilitator, including detailed instructions and advice for the role players, challenging discussion questions for the debriefing, useful articles and books on the subject, advice for the facilitator, and tables of material for the students. This exercise would be useful not only to instructors teaching global business courses, but also to trainers in a global corporate environment.

Finally, we have two book reviews of interest. Kristian J. Sund, Ashok Srivastava, and Kamla Binji reviewed *The Adjunct Faculty Handbook*, second edition, by Lorri Cooper and Bryan Booth (editors; 2011). This is a book that should be required reading, not only for adjunct faculty but for full-time faculty as well, considering the tips it provides. James V. M. L. Holzer and Joanne L. Tritsch reviewed the second book in this issue, *Moral Courage in Organizations: Doing the Right Thing at Work* by Debra R. Comer and Gina Vega (editors; 2011). In this book, former *OMJ* author Debra Comer (Baker, Comer, & Martinak, 2008) and her co-editor, Gina Vega, not only have edited a great volume about showing moral courage to do the right thing, but also have contributed several chapters of their own. These stories, interviews, and articles do something new in this field, in that they don't just find nefarious conduct in industry and suggest students should discuss what to do, but rather they describe what it takes to have the moral courage to do something about the unethical breaches and go on to describe right moral behavior in action. This book is a good complement for a course in ethics or decision making.

We hope you enjoy this second issue of *Organization Management Journal* as a Routledge, Taylor & Francis journal. As I mentioned, give us a chance to meet your needs during this transition period and we think you will be happy. Keep in mind that you will have to contact our new publisher for your institution to maintain its subscription. We will have more to say about the benefits of being a Routledge, Taylor & Francis journal in the next issues. In the meantime, enjoy!

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