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EDITORIAL

Announcing New Annual Awards for Best Articles of the Year

Plus Four Articles in Teaching & Learning and One in Emerging Conceptual Scholarship

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Building on last issue's announcement that *OMJ* had achieved a research article's ranking of 10th of 84 business education journals for the quality of our management education articles, we are presenting no fewer than four Teaching & Learning articles in this first issue of 2014 (Currie & Pandher, 2013). In further support of the management education part of *OMJ*'s mission, we are pleased to announce what we hope will be an annual award of \$250 for the outstanding management education article of the year. Not to slight the rest of our mission in the fields of current empirical research, emerging conceptual scholarship, linking theory and practice, and first person research, we will also make a second \$250 award to the outstanding article from our published articles in any of these sections. These awards have been generously funded by personal, directed contributions from several of the Fellows of the Eastern Academy of Management in partnership with our publisher, Routledge, Taylor & Francis. The first two articles to receive these two awards for the year 2013 will be announced formally in these pages with the next issue.

Before we get to the four management education articles, we are going to lead the issue with an article from Emerging Conceptual Scholarship, "Being in the Know: Socio-Epistemics and the Communicative Constitution of a Management Team," by British author Jonathan Clifton, writing from the University of Lille, France. In this article, Clifton argues for the theory that organizations can be defined by the rules and content of the informal talk of their members. It is a rhetorical analysis that has gained some currency in publications by the so-called Montreal School and recently in the organizational literature

(Taylor, 2000; Cooren, Kuhn, Corenelissen, & Clark, 2011). Clifton shows how detailed analysis of transcripts of organizational members as well as their communication practices can allow organizations to be better defined and categorized. Presenting rhetorical analyses of such transcripts from regular organizational meetings, he argues that

... the role of language should become preeminent in such a reconsidered concept of management, and managers should become more like artists and novelists than scientists or engineers. They should become practical authors who, rather than being passive 'judgmental dopes' acting out predefined roles within a predefined structure, actively talk into being their own identities in relation to the organizational landscape.

This approach has distinct ramifications both for the study of organizations and management as well as for teaching students to become effective managers. The study of management becomes more the study of an art or a craft than a science, or at minimum, the blending of craft and science. As professors, we would then become far more interested in having our students study and practice in the realm of management "talk."

Our issue's four Teaching & Learning articles are introduced by a distinguished trio of past and present Teaching & Learning co-editors, all of whom had a hand in bringing these articles to the finished state in which you will find them in this issue. Thanks to Steven Meisel, Catherine Giapponi, and Barbara Ritter for their work and their introduction. The first three of the articles contain highly useful and well-tested creative experiential exercises that academics and trainers could use "right out of the box." In the first, for which Steve acted as action editor, Cheryl Tromley, Catherine Giapponi, and Rosalie McDevitt offer both a mini-case study and an exercise. "Cultural Identity and Ethical Decision Making: An Experiential Exercise" deals

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with issues of corporate responsibility, highlighting sustainability, and business ethics in an intercultural context, and could be useful for anyone presenting such issues to a classroom or training audience. The second article in the group is “A Case of Ability and Disability: What Managers Must Know about the ADA” by Elizabeth Corrigan and Carol Cirka. In this exercise students must make hiring decisions relating to the employability of the disabled as well as consider what constitutes a reasonable accommodation for a company to make, a very useful exercise for aspiring managers. The third article, “Pizza, Pizza, Pizza: A Competitive Strategy Exercise” by Norman T. Sheehan, involves students in strategy considerations dictated by aggressive competition. It is a welcome addition to our library of experiential exercises that are useful in teaching strategy, a library that could use some additions! The last article in the Teaching & Learning group is written by Mark Somers, Katia Passerini, Annaleena Parhankangas, and Jose Casal, and entitled “Management Education and the Professions.” It is not an exercise but rather somewhat of a critique of the way we currently deliver management education by focusing too broadly on the value of putting students into a professional environment without due consideration to how it might connect to management as a profession. They relate how graduate business education occurs at two schools that take a different approach. University of California at San Diego focuses on the study of how to choose among competing new technologies with its Lab2Market component, and Yale School of Management redesigned its curriculum to focus on stakeholders by category rather than functional areas of business by course. Programs like these, it argues, help to draw attention to management as a profession and offer the potential of better closing the pedagogy-practice gap, especially as we enter deeper and deeper into a global, more interconnected economic world.

Our issue closes with an edited version of Ted Peters’ 2013 50th Anniversary Presidential Address to the Eastern Academy of Management (EAM). It is a tradition for *OMJ* to print the addresses of those EAM presidents who wish to offer them to the journal. In his address entitled “It’s All About the People: Our Milestones,” Ted used Social Identity Theory to explain how membership in the EAM community had provided him with a professional identity, and how he saw that function as

exceedingly valuable to members. In his own case, he felt very welcomed by EAM. He made the point that you can only get back what you put into an organization but that in the case of EAM members, they get back even more. Of course, many *OMJ* readers are not members of the EAM community. In fact, we have our own *OMJ* community, but it shares membership with one professional association above all others, and that is EAM. I encourage any *OMJ* community members who are not EAM members to take out a membership and to get to a meeting, if you can. It is a great professional community, just as Ted says.

Lastly, we will have a new co-editor in the First Person Section as Mike Elmes and Sally Riad take their leave. Mike has been here since First Person was born, and in fact, without him, there might not have been a First Person section. He has been tireless in spreading the word about First Person as well as editing or helping edit virtually every manuscript that came in the door targeted for First Person. Sally has been our New Zealand connection to *OMJ* and has been Mike’s loyal co-editor as well. We have had a number of great papers in this section over the past several years. Mike and Sally will not be leaving us abruptly; they will continue to work on the papers that are in the R&R stage. However, we now have a new First Person co-editor. Please join me in welcoming Joy Beatty of the University of Michigan–Dearborn. Future First Person submissions will go to her. We are also looking for a second co-editor to work with her as we have operated on a partnership model for each section. So if you wish to apply for that position or know someone who might be good at it, please email me or Joy. Joy’s email is jebeatty@umich.edu. Meanwhile, Sally and Mike will have the opportunity to send their own manuscripts in to First Person now!

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