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EDITORIAL

Winter 2014 Issue Introduction: Teaching & Learning Articles Dominate This Issue

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We have articles from four of our five sections in this last issue of 2014. Three of the six are from Teaching & Learning. In addition, we are announcing co-editor transitions in two of our sections. Over the course of 2014–2015, Maree Boyle of Griffith Business School at Griffith University just outside of Brisbane in Australia (m.boyle@griffith.edu.au) will be taking the place of Michael Elmes of Worcester Polytechnic Institute (Worcester, MA) in the First Person Research section. Michael was one of the pioneers of the First Person section and we will miss his guidance, though he will remain on the editorial board. Jill Woodilla, currently in Sweden as a visiting assistant professor at the University of Gothenburg (jill.woodilla@gru.se) and an author of her fourth *OMJ* article in the First Person section of this issue, will move her attention to Emerging Conceptual Scholarship, gradually transitioning to the co-editor role previously occupied by Craig Seal of California State University, Bernardino, CA. Welcome to the new co-editors! We will have further transition announcements in the spring of 2015.

We are leading this issue with an article in the Current Empirical Research section by Edward R. Kemery, W. Alan Randolph, and Lisa T. Stickney, entitled “Preference for Managerial Boundary Setting in Relation to Empowerment: Adding Clarity to the Role of Boundaries.” In their article, the authors explore the role of boundary-setting preferences among managers as well as employees in encouraging effective employee empowerment. In general, they found that greater preference for boundary setting resulted in greater utilization of employee empowerment practices and greater psychological empowerment of employees.

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In the Teaching & Learning section, we have three separate experiential exercises, probably best suited for a cross-cultural unit, an introduction to business course, and a strategy course, respectively. The first article, “Windows on the World: An Experiential Exercise,” by Mary Garlington Trefry and Valerie Labun Christian, authors of previous *OMJ* articles in this section, works well for cross-cultural study in management. Through consultant–client role-plays, students learn appropriate modifications for businesses to use when they have satellite offices in such emerging market countries as Brazil and China. The usual organizational behavior topics of leadership, conflict resolution, cross-cultural communication, ethics, and organization structure, among others, are covered. In the second article, “Linking Teams With Technology: Integrating Databases in Experiential Exercises in an Introductory Business Course,” authors Anne Walsh and Susan C. Borkowski present an exercise whose goal is to help students understand the use of business databases as part of a business plan development lesson. They include the results of university-wide surveys to demonstrate the effectiveness of this extended curriculum innovation in an introductory business course; a sample student business model appears as an appendix. In the third article, “Learning Through Collaboration and Competition: Incorporating Problem-Based Learning and Competition-Based Learning in a Capstone Course,” authors Ashay Desai, Michael Tippins, and J. B. Arbaugh describe an innovative semester-long project with students as “consultants” to area businesses. This is not a totally new experiential approach, but the new twists used are what makes it worthy of sharing with our readers: Student groups compete with each other to present the most insightful consulting advice before a recruited faculty panel prior to making the presentations to the business owners and managers themselves, and at the end of the entire process, there is a winning group. The elements of competition heighten the seriousness and enthusiasm with which the students undertake the

project. The authors provide timelines and a summary of some of the various projects, as well as student comments about the process.

In keeping with the reflexive mission of the First Person Research section of *OMJ*, we have an article that will be of the highest interest to those baby-boomer academics entering the phase of their careers in which they start to consider retirement—when to take it and what to do as they transition and afterward. In “Making Sense of Late Academic Careers: Stories, Images, and Reflections,” all four authors, Stephen Brown, John Ogilvie, Diana Stork, and Jill Woodilla, tell their stories and consider them through the lenses of career theory and identity theory in a highly collaborative sensemaking exercise. In approaching the common threads of their hopes and aspirations in the tradition of storytelling and narrative theory, the authors are able to construct an article that will be intriguing not only to late-career academics but also to mid-career and even early-career professors because their time is not as far away as they might think!

Our sixth article comes from the Emerging Conceptual Scholarship section, and it is a great exemplar of work submitted to this section. The Sri Lankan apparel industry employs 300,000, mostly women, in an industry that takes 15% of Sri Lanka’s workforce and accounts for half of its exports. In “HRM as a ‘Web of Texts’: (Re)Articulating the Identity of HRM in Sri Lanka’s Localized Global Apparel Industry,” Dhammika Jayawardena uses analysis of language to show how the women’s contributions have been devalued as “personnel

management” gave way to HRM and Japanese sewing machines came to be seen as more significant than the women who operated them, who were pejoratively called *lamai* or “little ones.” The author gathered primary data for his article from carefully chronicled interviews, as well as secondary data from various written sources. Meanwhile, HRM principles as articulated in English and articulated orally in the native Sinhala language came into rhetorical as well as cultural conflicts with some of the Sri Lankan norms that preceded them. This has set up a complex web in which language and expectations intermingle in a push-and-pull relationship in the development of what could be broadly described as labor relations in a major Southeast Asian industry.

Finally, although we have filled our openings for new co-editors in Emerging Conceptual Scholarship, and First Person Research, we will soon need new co-editors in other sections due to impending retirements. Our goal continues to be to have two co-editors in each section, so we welcome co-editor applications, especially from the OMJ community—broadly defined as past authors and members of the Boards as well as its reviewers. If you are a reader, go to ScholarOne (mc.manuscriptcentral.com/omj) and become a reviewer, which will eventually qualify you to be considered as a co-editor. If you are already a reviewer, past author, or Board member, send me a CV and a short e-mail detailing your desire to be a co-editor and I will get back to you. Applications for Current Empirical Research and Teaching & Learning are of special interest.