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## A new issue continuing our themes of corporate social responsibility, globalization, and cutting edge management education

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## Editorial Introduction

# A new issue continuing our themes of corporate social responsibility, globalization, and cutting edge management education

William P. Ferris

Editor-in-Chief

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For our fall issue, we lead off with two articles of interest to anyone who cares about the challenges of global business, though in different arenas. In “Using an Ethnostatistical Analysis to Interpret Data: The Nike Case,” Nancy E. Landrum and David M. Boje take an ethnostatistical look at the trials and tribulations of Nike and its outsourcing business over the past decade. They revisit Nike’s attempt to place a favorable cast on its Southeast Asian manufacturing operations by commissioning research which made it seem as if Nike cared more about the needs of its overseas employees than its critics claimed. While this research came under fire for its methodological flaws at the time, in the late 1990s, Landrum and Boje shine a new light on how we might continue to deconstruct it. And they also entertain the two sides of how Nike has proceeded in the first decade of the 21st century: stimulated by the criticism to become a standard bearer for corporate social responsibility (CSR) or prodded into a fascinating public relations campaign showcasing CSR tokenism to improve its image and sales? Only continuing techniques of critical management studies research will sort this out. Our *Emerging Conceptual Scholarship* Section is well positioned to keep up the scrutiny.

The second article with international business ramifications, presented in the *Linking Theory & Practice* Section, puts the spotlight on international trade. In “European Union and the US Trade Disputes: The Role of the WTO,” Minoo Tehrani examines what the WTO can do to best facilitate and even accelerate international trade in a global environment rife with posturing and positioning through protective and retaliatory tariffs. Her article focuses on disputes between the EU and the US. Tehrani suggests several ways the WTO could approach its conflict resolution and mediation responsibilities to resolve these disputes in favor of international trade. This article links theory and practice on an international political scale.

Having traveled from the conceptual to linking theory to the “real world,” we examine how to teach management concepts in the real world of management classrooms in two *Teaching & Learning* Section articles. In “Mood, Emotion, and Affect in Group Performance (MEAP): An Experiential Exercise,” Carolyn I. Chavez and Maria J. Méndez offer new ways to study mood and affect in group performance using a unique exercise around group

crossword puzzle solving. They explore some common hindrances to group performance – for example, social loafing, negative affect – by utilizing role playing in the exercise in a situation in which some group members do not realize that some of the others are intentionally trying to provide obstacles to effective team function while others are working to facilitate it. The exercise results in great discussions about the effects of mood and affect in management situations, an area that has not been greatly studied in management classrooms to date.

The second article in the *Teaching & Learning* Section reports on an exercise that is especially valuable at the beginning of a class. David Saiia, Granger Macy, and Maureen P. Boyd in “Meaningful Learning in Management: Recombining Strands of Knowledge DNA Through Engaged Dialog and Generative Conflict” have students bring “mini-CVs” to an early class, and class members are then auctioned off to make up “firms” or teams for the rest of the semester. This exercise can be a very emotional experience for “labor pool” participants, who see themselves examined, sometimes uncomfortably closely, and then bid for by designated group leaders based on the mini-CVs

they have created. Debriefing surfaces issues around negotiation, strategy, communication, and how the students feel as they listen to their CVs being discussed.

Finally, continuing the theme of dealing with difficult emotions, Teaching & Learning Section Co-Editor, Steve Meisel, has written a *Reviews & Research of Note* piece on an article entitled “‘Ain’t Misbehavin’: Workplace Deviance as Organizational Resistance” by Thomas B. Lawrence and Sandra L. Robinson in *Journal of Management*, 2007, Vol. 33, No. 3, 378–394. The article’s thesis is that workplace deviance occurs as a result of the use of power, whether justly or unjustly, causing employees to feel restricted or constrained. This gives rise to emotions that are often dysfunctional from an organizational point of view, and produces behavioral deviance that may be counter-productive to organizational mission. In addition to analyzing and critiquing this thesis, Meisel offers a highly instructive section on implications of this deviance theory and suggestions for managerial practice to deal with it within the organization.

Given the timeliness and relevance of all five of these pieces, we hope you will find them of high interest.