

Building on research in classroom: Developing your impact as a management educator through scholarly journal publication

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Why publish management learning & education research?

Motivations

- MLE accepted as a research field
- Pedagogic research increasingly seen as the 'gold standard' for progression in education-focused careers
- Esteem *and* professional development as an educator

Opportunities

- Range of journals that support publications from practical classroom-oriented work through to critical scholarship, theoretical contributions and essays

Academy
of Management

Learning &
Education

Developing papers for AMLE

Todd Bridgman and Stuart Middleton

Associate Editors

Dashboard

4* in CABS rankings

A* in ABDC rankings

Latest IF: 6.1

Decision time averages:

First – 26 days

Second – 46 days

Acceptance rate: 4.2%

> 500 submissions in 2021 & 2022



Editorial Team

EIC: Dirk Lindebaum, Grenoble Ecole de Management

AEs: 10 (including three from Australia and New Zealand)

Focus and mission

- Contributing to theory development or theoretical debates on:
 - Management learning and education in all settings: first degrees to doctoral education, and in organizations
 - *or* Business of business schools, including the careers and development of management educators
- Enhancing the theoretical understandings that inform our practice

Main Sections: Research & Reviews

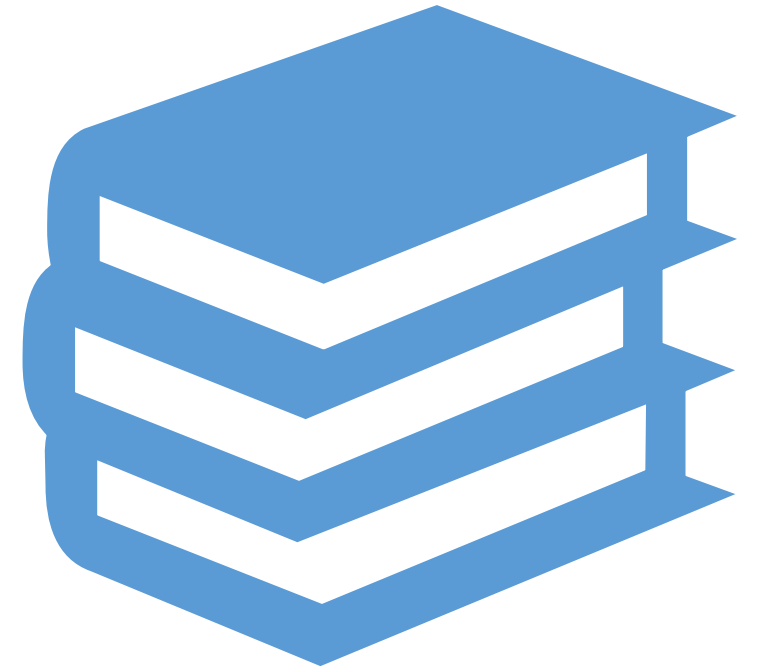
- Papers that add to a theory conversation... may be conceptual, empirical, or analytic literature reviews
- Disciplinary pluralism
- Methodologically agnostic
- Contribute to theory and practice

Main Sections: Essays

- See editorials from Vince & Hibbert 2018, Lindebaum & Wright 2021
- Combine theory and informed opinion to generate a call to action – ‘provocation and prescription’
- Contact Bill Harley for more information

Main Sections: Resource Reviews

- Not peer-reviewed
- Reviews of resources of all kinds—books, simulations, video collections, etc.
- Contact Laura Colombo for more information



Others: Dialogues, Exemplary Contributions

- Dialogues:
 - Responses to essays or research articles
 - Make a further contribution to theory debates
 - Discuss with the EIC before writing
- Exemplary Contributions:
 - Invited, peer-reviewed articles from leading scholars on important issues / debates



Key criteria to be 'reviewable' (i)

Management learning and education, and/or the business of business schools, is clearly central to the manuscript. For empirical papers, think about your sample / empirical settings and their relevance to our mission and interests

Think about how and why readers of AMLE – Management Educators – will see your work as having relevance for them

Key criteria to be 'reviewable' (ii)

The focus of the manuscript is the development of a theoretical contribution to the field – it connects to current theoretical debates in leading MLE journals (Foster 2018, Hibbert et al 2021, Lindebaum 2023)

A practical contribution to education practice (or policy) is expected alongside the theoretical contribution.

The paper should be more than descriptive, and have relevance beyond its immediate context

The background of the slide is a dark, textured surface resembling a chalkboard, filled with various mathematical sketches and equations. On the left side, there are several diagrams: a triangle with a square on its side, a circle with a point inside, and a square with a diagonal. To the right, there are several mathematical expressions, including $x^2 + y^2 = a^2$, $A = B$, and $A_2 T$. The text is white and stands out against the dark background.

Key criteria to be 'reviewable' (iii)

The 'finish' of the material is what we would expect, showing that the authors have considered our submission requirements carefully, sought constructive peer feedback before submission and prepared their manuscript with care.

This is about crafting the argument, not just aesthetics... read recent AMLE papers that take the same approach to consider how they are structured, and so on...

Developing your paper

- Ensure you connect with the literature in the field, and that your contribution connects back to that...
- Invite “friendly reviews”
- Trial your work at major conferences with targeted streams / tracks
- Participate in a PDW having already worked on the “fit”
- Consult advice to authors on website
- Look at recent papers in AMLE
- Check AMLE website for future PDWs
- New outreach innovation: ‘Talk to the editor session’ (before formal submission – see AMLE website for details and terms and conditions).

Management Learning

*The Journal for Critical Reflexive Scholarship on
Organisation and Learning*

- **More than 50 years** of original research on learning and knowing in management and organizations
 - **Full papers:** original, empirical, theoretical and exploratory articles, no longer than 40 pages
 - **Provocation Essays:** shorter, polemical articles on current and controversial issues, maximum 6,000 words
 - **Reviews**
- Reviewing is double anonymous
- International Editorial Board of experts and an extended community of committed reviewers who provide constructive feedback to authors
- Journal **actively supports** PhD students, early career scholars and researchers from the Global South – by publishing their work, inviting onto International Editorial Board and as recipients of awards (**Best Paper, Best Reviewer, Best Book Reviewer**)
- Graded '3' in CABS International Guide to Journal Quality, A on the Australian Business Deans Council List

"Management Learning aims to publish work that advances our understanding of knowledge, knowing and learning in management and organizations. Submissions to the journal must have two defining characteristics: they engage in **critique**, and are **thought-provoking**. These characteristics suggest a **processual, provisional** and potentially **contested** view of knowledge and learning, and emphasize the need to **open-up existing ways of thinking to scrutiny.**"

"In doing so, they promote new perspectives and interpretations. Authors should therefore move beyond the descriptive to **reflect upon, analyse** and **critique** the process of learning; be **explicit about their philosophical and/or theoretical perspective**; and explain and justify their methods and data analysis...."

Founded 1970; 5 issues
published each year

286 original
submissions to the
journal

**Key
statistics
2023**

209,296 articles
downloaded

15% acceptance rate

2022 Impact Factor	2021 5-Year Impact Factor
2.8	3.1

Social media presence via X, Facebook, LinkedIn, 'Management Learning Meets...'

Impact and engagement

A highly international readership, including Australia, Canada, United States, Denmark, Sweden and the Netherlands

Editors-in-Chief:

Ajнеш Prasad, EGADE, Mexico



Martyna Śliwa,
Durham University, UK



Editorial Assistant:

Lisa Burns

managementlearning1970@gmail.com



Clarify your contribution

- Position your work **conceptually** (what makes it original, significant?)
- Situate your paper in **existing literature**
- Is it an empirical or a theoretical paper?
- Position your work **methodologically** (paradigmatic clarity and rigour)
- Is your paper **'thought-ful'**, i.e. does not 'succumb to the trend where a focus on method outranks meaningful content' (Cunliffe and Sadler-Smith, 2014: 5)
- In what ways does your paper reflect the journal's commitment to **critical** and **reflexive** scholarship?

Submission guidance

- Does your paper convey **commitment** and **excitement**, and use accessible and direct **language**?
- Can you engage with and advance **current conversations** or existing debates, including in this journal?
- Have you observed limits on length – *no more than 40 typeset pages double-spaced, 12pt, Times New Roman, including abstract, references, figures and tables*?
- Have you removed all author identifiers?
- Have you avoided overlaps with (your) previously published work?
- Be prepared for **revisions** (and possible rejection)

Before submitting

- Read journal **articles** and **editorial introductions** to ensure you are **familiar** with what the journal has previously published (ML is not a purely pedagogical 'teaching and learning' journal)
- Don't submit a paper that has been rejected by another journal without first thinking carefully about 'fit' (a common reason for desk rejection)
- Think about who you are **citing** and how you are citing them (as they may be invited to review your article)
- Write a **cover letter** stating why you are submitting the paper to ML and what the contribution is
- You will be offered the opportunity to nominate an Associate Editor (but not reviewers)

- '(Un)learning from the Margins in Management and Organization Research'
opens 1 July 2024,
deadline for submissions: 1 September 2024
- 'Learning to do careers differently: challenges, tensions, and possibilities'
opens 2 August 2024,
deadline for submissions: 2 October 2024



- Follow us on X @mgmt_learning
- Sign up to review (include information about your areas of subject expertise)
https://mc.manuscriptcentral.com/management_learning
- Discuss potential submissions with an editor





British Journal of Management

An official journal of the British
Academy of Management

CABS/AJG ranking 4

ABDC ranking A

2024 IF: 4.50

3 co-Editors-in-Chief:

Riikka Sarala, UNC Greensboro, USA

Shuang Ren, Queens University, UK

Paul Hibbert, Warwick, UK

17 Associate Editors

1 Associate Editor (Communications)

130 Editorial Board members from 26 countries

Managing Editor:

Emma Missen, email: bjm@bam.ac.uk

BJM provides an excellent outlet for research and scholarship on all management-related themes and topics.

Inclusive of all business / management disciplines

Recent launch of the **Management Knowledge and Education** section, which features some article types that are unique to the field

Original articles of these types

- **Empirical articles** are the most common submission type and address any area within the journal's aims and scope.
- **Conceptual articles** - address any area within the journal's aims and scope.
- **Methodology Corner** articles - accounts of creative and innovative methodological developments within the management research field.

and of these *Management Knowledge and Education* types

- **Management theory articles** – empirical articles that focus on disciplinary developments with educational implications.
- **Education theory articles** - are empirically informed articles on pedagogy (or other conceptualizations of education theory), based on research in in management education contexts, that have clear theoretical and practical contributions.
- **Management educator articles** - an essay form, making speculative contributions to disciplinary or education theory. These essays must also be clearly personally relevant to the author.

All submissions via S1M: <http://mc.manuscriptcentral.com/bjm>

Number of manuscripts submitted in 2023: 1104

Desk reject rate: 70%

Current geographical distribution of submissions:

Europe: 47%, Asia: 42%, N. America: 6%, ANZ: 3%, Africa: 1%, S. America: 1%

Desk reject reasons to avoid!

- The fit with the field of the journal is not clear or central
- The submission is an inadmissible type
- There are concerns in relation to the literature framing, methodology, or development of the discussion, which mean that the level of theoretical contribution that we look for lacking
- There are concerns that the paper is too derivative or incremental
- The ‘finish’ of the material is not what we would expect.

Empirical articles – general and MKE types

- Novel contributions and convincing data
- Any methodology implemented to the highest current standards
- The **absolute** length limit for an empirical manuscript is 8,000 words, **excluding** abstract, references, figures and tables.

Conceptual articles

- Novel contributions that advance theory in any area of business & management
- Deductive logic and a propositional model
- The **absolute** length limit for a conceptual manuscript is 8,000 words, **excluding** abstract, references, figures and tables.

MKE essays

- Clear *speculative* theoretical contribution and new research question(s)
- Must be 'personally relevant research'*
- The **absolute** length limit for an essay manuscript is 6,000 words, **excluding** abstract, references, figures and tables.

We welcome and encourage submissions

- The routes for all article types are open
- Look out for focused paper development workshops – e.g. at the ANZAM annual conference

We welcome and encourage reviewers

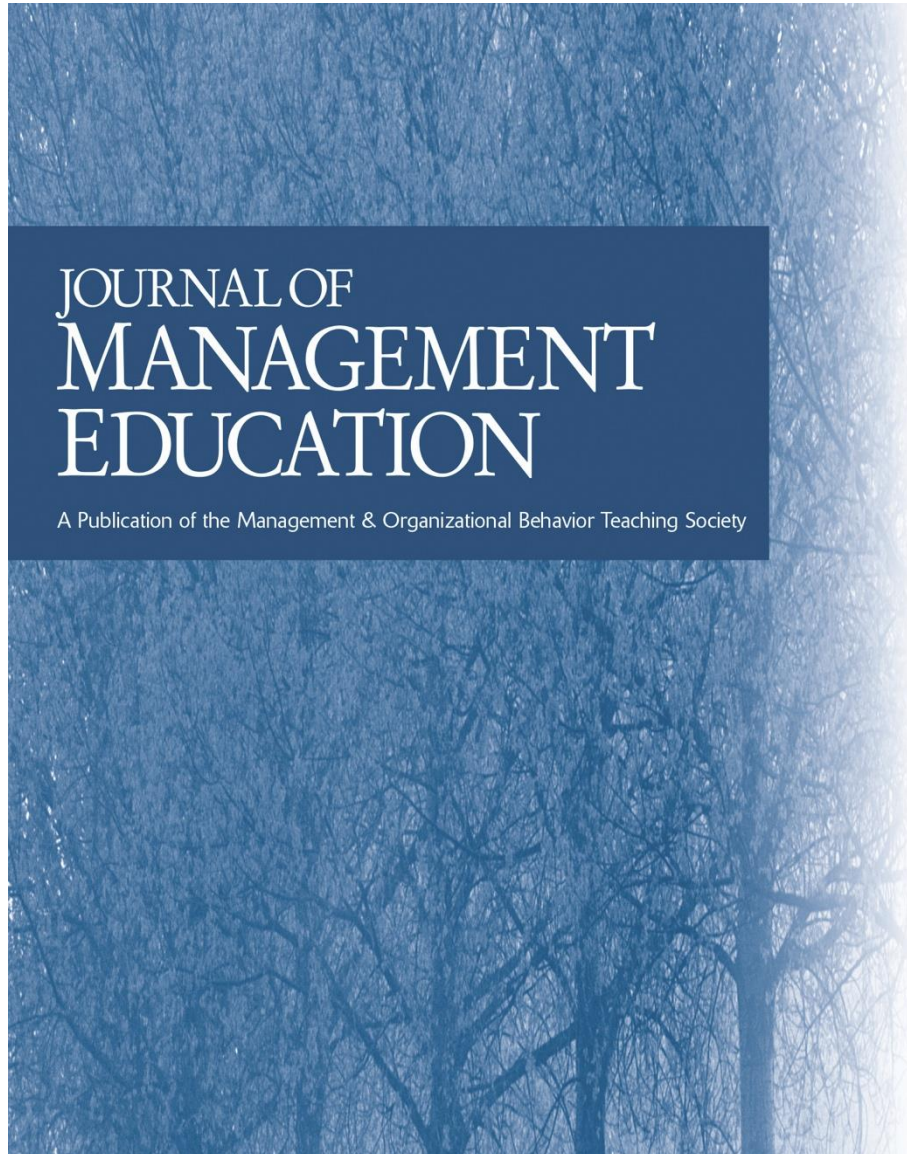
- Please do sign up (especially if MKE is one of your interest areas)
- Reviewing is the best way to get acquainted with the journal's culture and practice, and see how the latest work is developing

Email: bjm@bam.ac.uk

Website: <http://wileyonlinelibrary.com/journal/bjm>

Paper Submission: <http://mc.manuscriptcentral.com/bjm>

LinkedIn: <https://www.linkedin.com/showcase/british-journal-of-management>

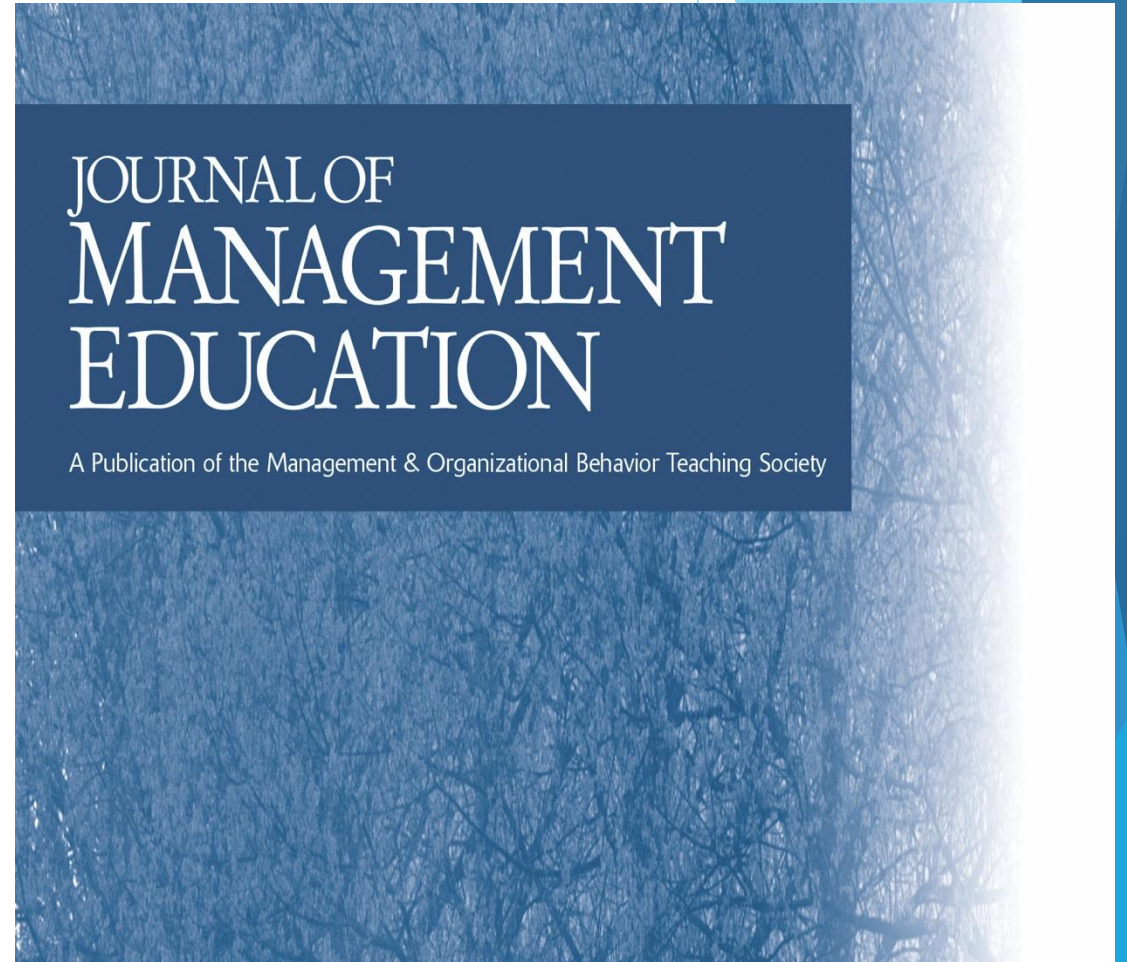


The Journal of Management Education

Editors in Chief: Jennifer
Leigh and Melanie Robinson

The Journal of Management Education

- Leading SoTL voice for experiential and active learning in management education
- Articles focus on the practices in management education that enhance student learning outcomes



Author Care Statistics and Journal Metrics

Author

- Developmental Review Process
- Author Care Statistics
 - Expect approx. 60 days for review
 - Submission to 1st Decision: 17 days
 - Avg. Time to Assign Reviewer: 11 days
 - Avg. Reviewer turnaround: 23 days

Instructor

- Actionable, evidence-based practices



Acceptance Rate: ~10%

Impact Factor (IF): 2.5

Readership-Full Text: 207,971

Google h5-index: 27

SCImago Journal Rank: 0.627

Key Questions



- Will this contribution have *a significant impact on thinking and/or practice* in management education?
- How will this contribution help readers *think innovatively* about management education?

Illustrative Questions From JME's Mission

- What can be done (classroom practices; activities; instructor development) to enhance learning effectiveness?
- What current educational assumptions or practices should be questioned or challenged?
- How do we know what effective learning practice is?
- What are the connections between what we do as educators and what our students learn?
- What should be taught in undergraduate and master's level management education and continuing executive education?
- What should we as instructors be learning & why?
- Why are our educational delivery systems designed as they are, and how might they be enriched?

Sections

1. Empirical, Theoretical, Conceptual or Review

- Include implications for management education on back end
- Methodology does not outweigh the discussion and implications of the research
- Literature/Domain review articles published on website and in print
- Max 8000 words (not including abstract, refs, figures, tables, appendices)

2. Essays

- Address provocative issues and positions
- Rejoinders & commentaries invited
- Max 6000 words (not including abstract, refs, figures, tables, appendices)

Sections

3. Instructional Innovations (Exercises, Activities, and Simulations)

- Include literature grounding
- Include evidence of effectiveness
- Used multiple times, so that authors can speak to its evolution and the dynamics
- Max 6000 words (not including abstract, refs, figures, tables, appendices)

What can the evidence be for an INI?	But evidence cannot be limited to...
Quantitative data that provides solid and convincing evidence of learning from the exercise	Data related to satisfaction with the exercise
Qualitative data that provides solid and convincing evidence of learning from the exercise	SET (student evaluations of teaching), whether quantitative or qualitative comments
	Letter course grades or similar assessments (e.g., assignment grades)

Sections

4. Instructional Change in Context

- Describe experiences enacting instructional change toward more engaged and active pedagogy in places without that tradition
- Focus on the *change* aspect even when the technique itself is not new
- Max 8000 words (not including abstract, refs, figures, tables, appendices)

5. Interviews

- Feature engaging conversations with influential figures about issues relevant to management education
- Must include a literature review as well as commentary and critique of the interview, including implications for management educators
- Must submit a short proposal (400 words maximum) to the Co-Editors prior to submission
- Max 6000 words (not including abstract, refs, figures, tables, appendices)

Upcoming Opportunities...

Journal of Management Education

Special Issue Calls

- ▶ [Preparing Leaders to Tackle Grand Challenges](#)
- ▶ [Management Education in Africa](#)
- ▶ [Special Issue Call](#)

Call for Special Issues

- ▶ Contact Jennifer or Melanie at editor@mobts.org

Manuscript Support

- ▶ Monthly Editors' Office Hours from Sept. to April (see Linked In for dates)
- ▶ Online Manuscript Development Workshops 2x/year -Oct 11 (9-11 am Qld time)
- ▶ PDWs at conferences throughout the year (face-to-face and online)

MOBTS Conferences

MOBTS USA 2025

Purdue University, Fort Wayne (Indiana, USA)

June 10-13, 2025

Doctoral Institute scholarships available!

Early Educator Institute scholarships available!

MOBTS Oceania 2025

University of Auckland (New Zealand)

January 29-31, 2025

International MOBTS 2025

University of Mannheim (Germany)

June 25-27, 2025

[MOBTS Website](#)

Upcoming Opportunities

ANZAM Workshop: Building on research in the classroom: Developing your impact as a management educator through scholarly journal publication

A key part of the workshop is the chance to submit a full paper (ANZAM conference length) or research idea (5 pages) for one-to-one discussion with an editor, to help authors develop and target their specific project. This one-to-one feedback is optional; if you wish to take advantage of it, send your paper (which may be your conference paper or any other in the management education domain) to Stuart Middleton (s.middleton@business.uq.edu.au) by 24 November 2024. (Hosts: Stuart Middleton (AMLE & JME), Paul Hibbert (BMJ), Martyna Sliwa (ML) & Marissa Edwards (JME))

ANZAM Workshop: Innovations in Management Education

The aim of this workshop is to showcase a series of short experiential and innovative teaching activities. We plan to showcase four different teaching innovations, with a focus on experiential activities. Each presentation will be approximately 20 minutes long. If you have an innovation which you think might meet the bill, please email Stuart Middleton (s.middleton@business.uq.edu.au) (hosts: Stuart Middleton, UQ; Janis Wardrop, UNSW, Geoff Chapman, CQU, Helen Parker, UNSW)