

**Workshop for the Special Issue of the Journal of Management
Education on
*Management Education in Africa***

**Online workshop
July 24, 2024**

Prof Mira Slavova, Warwick Business School

Prof April Wright, Warwick Business School

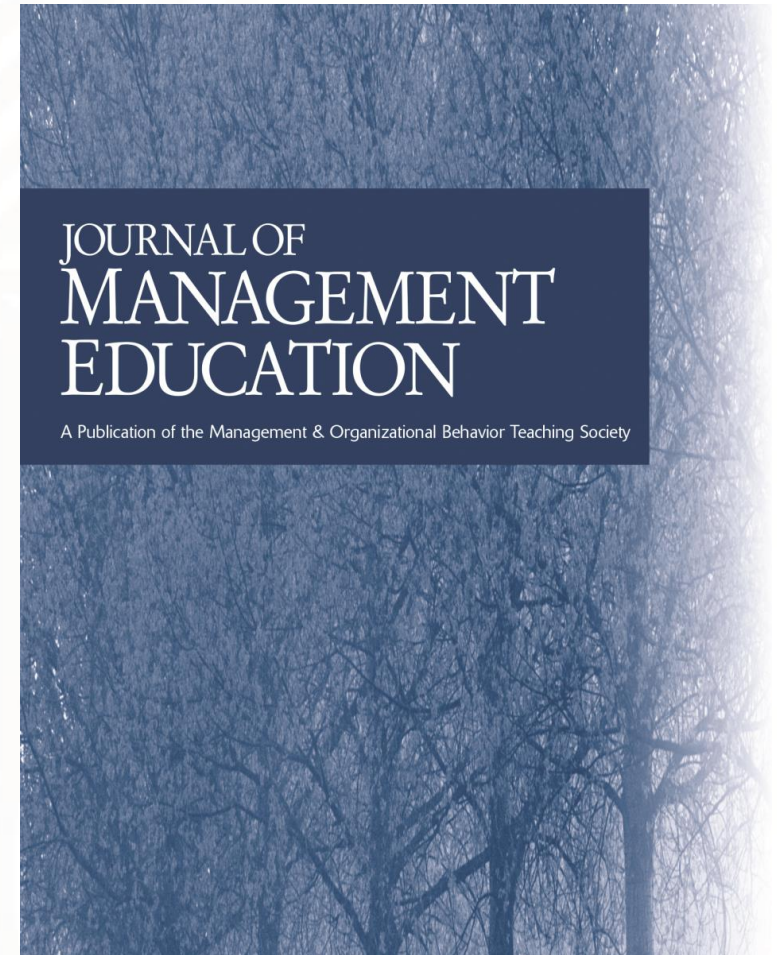
Prof Jako Volschenk, Stellenbosch Business School

Prof Melanie Robinson, HEC Montréal, & Co-Editor, Journal of Management Education



AGENDA

- Welcoming & Introductions
- Introduction to JME
 - Overview of JME
 - Different types of papers
- Introduction to special issue: Management Education in Africa
- Overview of the special issue
 - Themes
- Discussions in breakout rooms
- Grouped by type of paper
 - Instructional innovation & interviews & some essays (Melanie & April)
 - Research articles - two rooms (Mira Slavova & Jako)
- Return to the main room - share final insights
- Final questions
- Closing





JOURNAL OF
MANAGEMENT
EDUCATION

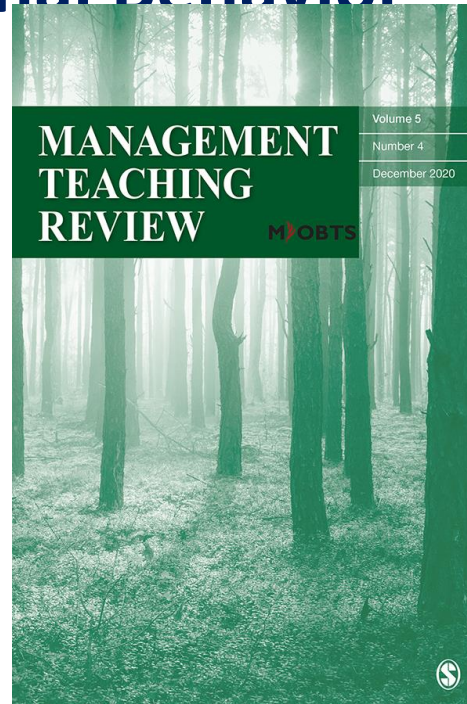
A Publication of the Management & Organizational Behavior Teaching Society

Workshop for the Special Issue of the Journal of Management Education on Management Education in Africa

Online workshop

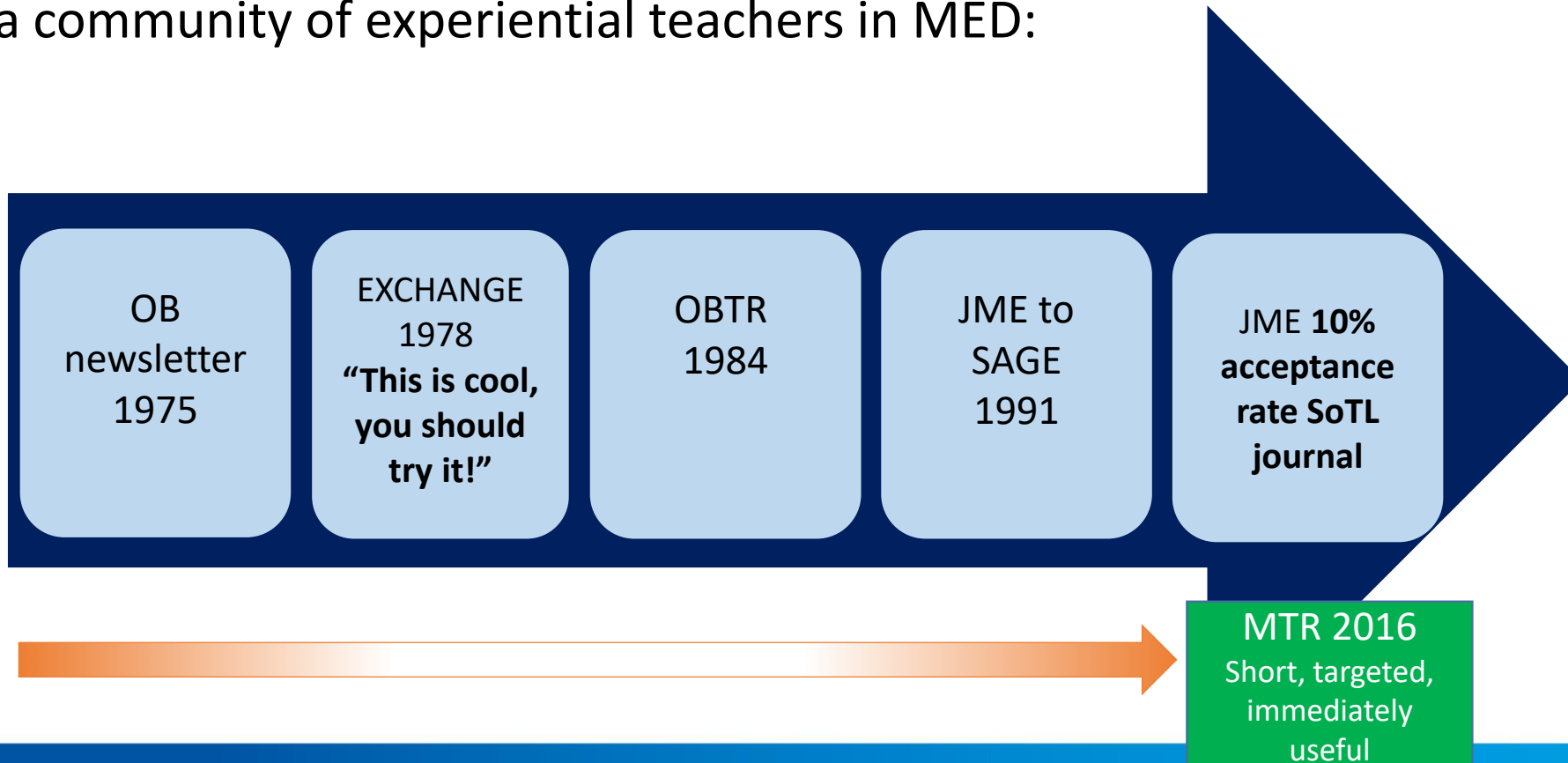
July 24, 2024

Who We Are: Management & Organizational Behavior Teaching Society



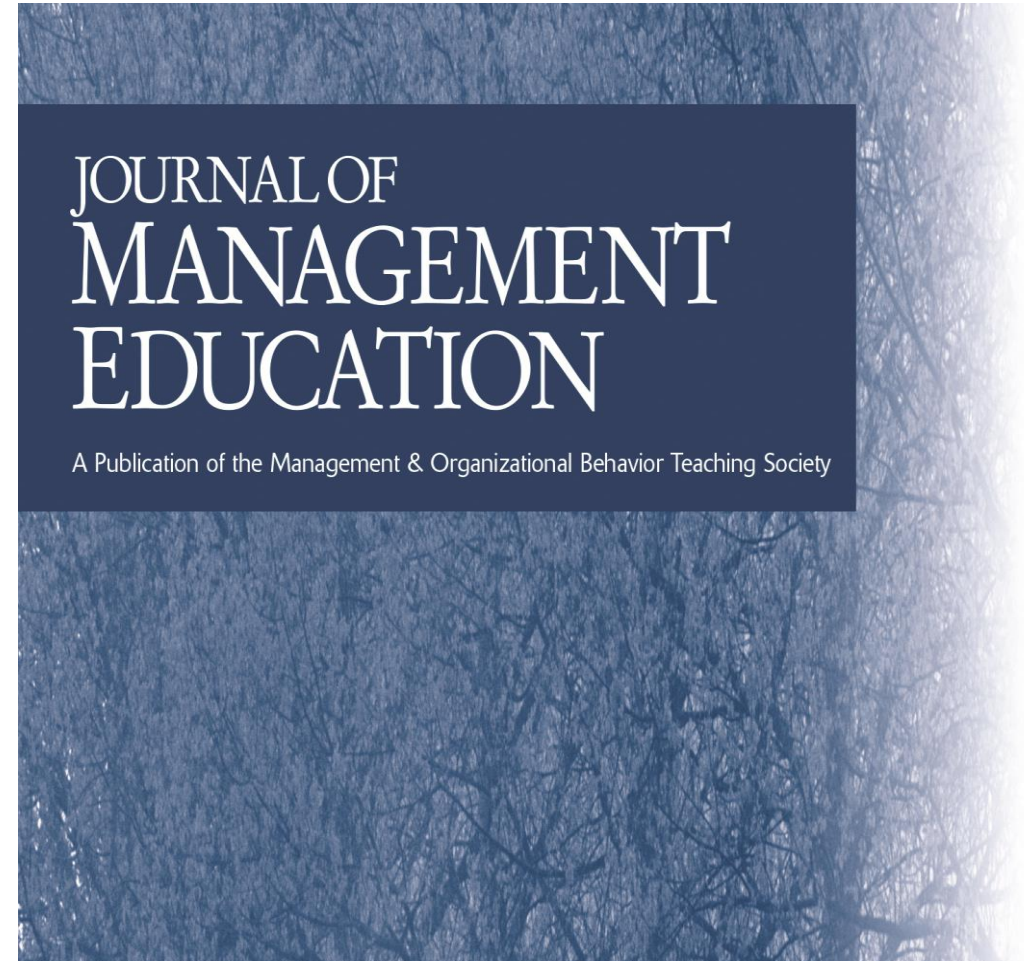
History of M/OBTS Publications

Roots from the first OBTC at Stanford (1974) to begin building a community of experiential teachers in MED:



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

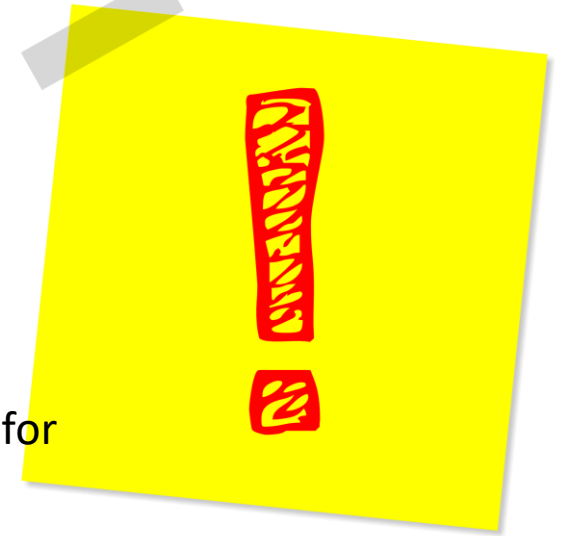
- Describe experiences enacting instructional change toward more engaged and active pedagogy in places without that tradition
- Focus on the *change* aspect even when the technique itself is not new
- Max 8000 words (not including abstract, refs, figures, tables, appendices)

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)

Common Reasons Why A Paper Might Not Move To The Review Stage at JME...

- Manuscript is outside the aims & scope of the journal
 - Research questions (RQs) outside of the management education domain
 - Ex. RQs are on higher education (HE) vs. management education, thus are not a fit for JME
 - This is not a judgment on the quality of the RQs– it is just a lack of fit
- Manuscript is not sufficiently grounded in the relevant management education literature (please note that this lit. does not need to be from JME)



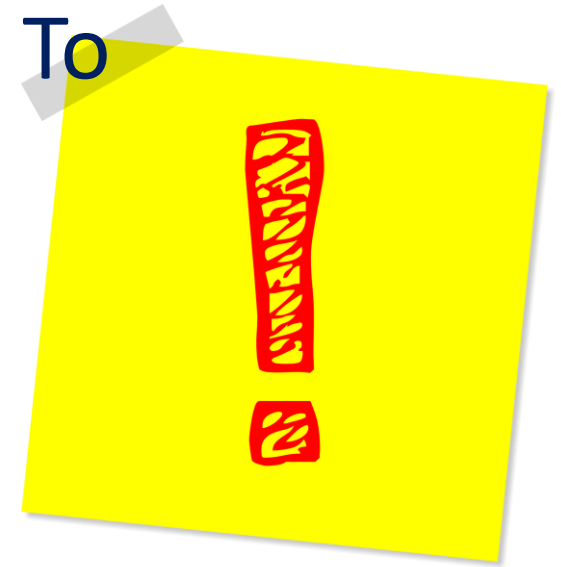
REFERENCES

Billsberry, J. (2014). Desk-rejects: 10 top tips to avoid the cull. *Journal of Management Education*, 38(1), 3-9.

Edwards, M. S., & Leigh, J. A. S. (2022). The experience of manuscript rejection: insights from the JME Associate Editors. *Journal of Management Education*, 46(4), 611-621.

Common Reasons Why A Paper Might Not Move To The Review Stage at JME...

- Methods used for empirical papers or instructional innovations are not sufficiently detailed & rigorous
 - For quantitative or qualitative approaches:
 - Research design must be solid
 - Data is both convincing and well-analyzed
 - For instructional innovations specifically:
 - Clear and convincing evidence of its effectiveness is a necessity
 - Innovations need to have been used more than once
- Manuscript does not present insightful implications for management education, which is very important for JME (see the slide on guiding questions for the journal)



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 – next in Oct or Nov
- 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

Let's Connect!

Connect with the MOBTS
[Society](#):

Connect with JME on...

- JME's LinkedIn page
- JME's Facebook page

Connect with Us

- Jennifer Leigh and Melanie Robinson at editor@mobts.org
- Jennifer S.A. Leigh and Melanie Robinson via LinkedIn



JME Special Issue - Management Education in Africa

Mira Slavova, University of Warwick, UK

Samuel Aryee, University of Surrey, UK

Jako Volschenk, Stellenbosch University, South Africa

April L. Wright, University of Warwick, UK

Sarel Gronum, University of Queensland, Australia

Sandra Pereira, University of Warwick, UK

Key Submission Elements

- Responds to aspects of the African management education context
- Explains relevance to management teaching practice beyond Africa
- Theoretically informed
- Grounded in empirical insights, experiences, reflections

- Links to the main themes
 - Pedagogies for learning in Africa
 - Curriculum puzzles
 - Academic careers and institutions
 - Entrepreneurship

- Open to other themes
- SI Web site: <https://warwick.ac.uk/fac/soc/wbs/subjects/ohrm/research/jme/>

THEMES

Showcasing Pedagogies That Facilitate Learning in African Contexts

- What can be done (classroom practices; activities; and instructor development) to enhance learning effectiveness?
- What educational assumptions or practices should be questioned or challenged?
- Why are educational delivery systems designed as they are in African contexts, and how might they be enriched?

Exploring Curriculum Puzzles in African Management Education

- What role can management education play in good governance and ethical business practice in Africa, and where should ethics be positioned in the curriculum?
- Can learning about cross-cultural management help students and practitioners balance a global mindset with sensitivity to local African contexts?
- What strategies can be used to decolonize the business school curricula in Africa?

THEMES

Navigating academic careers as an African management educator

- What strategies and practices at different levels (individual, groups, departments, schools, and the academy) can support the professional development of management educators?

Fostering Entrepreneurship Learning and Education in Africa

- What instructional approaches and models are most effective in developing entrepreneurial mindsets in students and practitioners in Africa?
- What role can partnerships between Africa-based educational providers and Western universities, NGOs, and corporations play in educating students, aspiring entrepreneurs, and small business owners in Africa about entrepreneurship and innovation?
- How can African business schools, universities, and faculty educate and mentor social entrepreneurs to contribute to human wellbeing in Africa?

JME SI: Preparing Leaders to Tackle Grand Challenges

Journal of Management Education
Volume 48, Issue 3, June 2024, Pages 595-599
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<https://doi.org/10.1177/10525629241238090>

Sage Journals

Call for Papers

Call for Papers: Preparing Leaders to Tackle Grand Challenges

For better or poorer, business actions reverberate beyond the boundaries of the organization.

On the poorer end of the impact spectrum, the International Labour Organization (ILO, 2022) estimates that businesses directly or indirectly pinned 17.3 million people into forced labor in 2021. This is equivalent to enslaving a country roughly the size of the Netherlands (United Nations, 2022).

On the better end of the spectrum, Grameen Bank received the 2006 Nobel Peace Prize for pioneering work in microfinancing. These small, long-term loans made credit accessible to the “poorest of the poor” (NobelPrize.org, 2006). In 2023, the Bank had a borrower base of more than 10 million (Grameen Bank, 2023). This is equivalent to alleviating poverty in a country roughly the size of Greece (United Nations, 2022).

Business actions aggravate or mitigate major global issues such as inequality, poverty, and sustainability. Business leaders drive these actions and thus determine the direction of their impact. Scholars assert that the field of management has much potential to help address these Grand Challenges (George et al., 2016). However, some lament that scholars are “not even trying” to engage with these critical issues (Harley & Fleming, 2021).

This Special Issue responds to the urgent call for scholarship. It aims to stimulate advances on how management education can develop leaders who are ready to tackle Grand Challenges.

- **Timeline**
- August 2024: Submission of full papers

- **Guest Editors**
- Sandra Alday
- sandra.seno-alday@sydney.edu.au
- Allan Bird
- allan@bird.org
- John Dilyard
- jdilyard@sfc.edu
- Daria Panina
- dpanina@mays.tamu.edu
- Sasha Zhao
- sasha.zhao@surrey.ac.uk

<https://journals.sagepub.com/doi/10.1177/10525629241238090>

The image shows the cover of the Journal of Management Education. The background is a blue-tinted photograph of bare trees. A dark blue rectangular box is overlaid on the left side, containing the journal's title in white serif font. Below the title, in a smaller white font, is the text 'A Publication of the Management & Organizational Behavior Teaching Society'.

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Tips on writing for the journal

- Tip 1: Contextualize your work in theory
- Tip 2: Be clear on the type of paper you're writing
- Tip 3: Pitch to the educator in the classroom
- Tip 4: Position your work in the literature
- Tip 5: Emphasize the urgency and importance of your contribution
- Tip 6: Align your methodology with the research question
- Tip 7: Be clear on how your work advances management education practice and theory
- Tip 8: Check if the sections of your manuscript flow logically

BREAKOUT ROOMS

Melanie Robinson

- Prof Aminu [Mamman](#)
- Prof [Baniyelme Zoogah](#)
- Yetunde [Anibaba](#)
- Natasha Mwila
- Silas [Mangwende](#)
- Catherine Le Roux

April Wright

- [Miebi Ugwuzor](#)
- Ruth [Albertyn](#)
- Dorothy [Ndletyana](#)
- [Kosheek Sewchurran](#)
- [Ihtisham Malik](#)
- Dominic [Essuman](#)

Mira Slavova

- Prof Albrecht [Fritzsche](#)
- Dr Tracey Toefy
- Pitso [Tsibolane](#) & [Gwamaka Mwalemba](#)
- Prof Anthony Wilson-Prangley
- Prof Ibrahim Ayoade Adekunle
- Momo D. Kromah, Prof [Oluremi B. Ayoko](#), [Ihtisham Malik](#)

Jako Volschenk

- Prof [Lekunze Joseph](#)
- Dr Ayanda Sibiya
- Prof Nyankomo Marwa
- Mr Thabang [Moleko](#)
- Prof Werner Webb
- Prof [Renson Muchiri Mwangi](#)
- Dr [Mtyingizana](#)
- Prof Emeka [Echebiri](#)
- Prof [Oluremi B. Ayoko](#), Momo D. Kromah, [Ihtisham Malik](#)

