

**Identifying Core Teaching Competencies in Management Education:
A Systematic Review Using the ADO Framework and a Future Research Agenda**

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Abstract

Purpose – This systematic literature review focuses on the core teaching competencies that are required by an efficient management educator from an Antecedents-Decisions-Outcomes perspective, focusing on desired teaching competencies to deliver curriculum in management education through learning theories with validated approaches to assessment.

Design - This study examined 53 variables in personal, professional, and pedagogical domains among 55 articles published between 2015 and 2025. Skills are mapped to reflect core teaching competencies, curriculum planning, and policymaking under the ADO framework.

Finding – The findings of this study serve as a guiding light for self-assessment, professional development, and reflective practice. The ADO framework is a set of measures for teachers that offer a structured measure of their current skill levels in the three areas: personal, professional and pedagogical aspects. Finally, adopting the ADO model promotes a more intentional and evidence-based pathway to instructional excellence and career progression.

Future research - Based on secondary literature, this research is limited in the information and depth of actual-time application. Future directions should seek longitudinal analysis, cross-cultural integration and transcultural validation that allow for contextual understanding.

Research Implications - These findings have implications for educators, institutions and policymakers in creating professional development and support for teacher growth. This is accomplished through the ADO-based framework of enactment of competencies in management education.

Originality - This study intends to develop an ADO-based model for management educator competence that intersects personal, professional, and pedagogical aspects. It thus provides a tool for improving management education for teaching and learning in management education.

Keywords – Management Education, Educator Competencies, ADO Framework, Teaching Effectiveness, Professional Development.

Paper type – Systematic Literature Review using ADO framework.

1. Introduction

1.1 Background of Management Education (ME):

Management education has transformed from the traditional training in business into a multidisciplinary field combining economics, psychology, sociology, and organizational theory. As businesses become increasingly complex, management education is focusing on global strategies (Spinellis, 2023), innovation (Sirok & Jaaskelainen, 2021), ethical leadership (Den Hartog, 2015; Bohra & Rawat, 2022), corporate social responsibility (Gonzalez et al., 2022), and sustainable practices (Marathe et al., 2020). These changes in business demand management educators to invest in creating transferable skills for students that cover subject knowledge (Tandika and Ndijuye, 2022), classroom management, cultural awareness and development of critical thinking (Novitasari and Shofwan, 2024). Management educators recommend curricula that include case studies and real-world problem-solving (Hrivnak, 2019). Experiential learning facilitates students through internships and simulations (Johnson et al., 2019; Rong et al., 2025). These competencies reflect the dynamic nature of this field and make management education relevant to future leaders (Vidya and Gaurav 2024). This background provides the essential skills to guide the next generation of leaders for the changing global challenges. A systematic literature review (SLR) is needed to ensure a consistent way of examining existing literature and the changing functions of management education and their educators. It simplifies the systematic sampling of research across disciplines (Lame, 2019). Based on a comprehensive array of research studies on teaching competencies in ME, an SLR is ideally qualified to consolidate findings and to identify patterns and provide insights to educators and institutions (Paul & Rialp-Criado, 2020). Aside from the growing interest in experiential, digital and sustainable education (Bisschoff and Massyn, 2025), it explores the need for management teachers to identify what core teaching skills they require to engage students in practice. Although several studies have explored competencies, such as digital literacy and cross-cultural communication, there is no cohesive review of these across regions. Such a synthesis is needed to clarify the constructs of competence. Ultimately, it will be helpful to policymakers in program design and feedback regarding accreditation and help educators remain relevant in the changing world.

2. Methodology

This study seeks to consolidate and categorize the teaching competencies required to deliver leadership and management education. The following review utilizes the Antecedents – Decisions – Outcomes (ADO) framework based on Paul and Benito's (2018) model and categorizes findings into antecedents, decisions, and outcomes. Few studies have combined educational competencies with sustainable pedagogical outcomes and institutional effectiveness (Khare & Macneil, 2024). Therefore, this review seeks to bridge these gaps and develop a more comprehensive understanding of the skills that support effective management education, providing theoretical and practical guidance to educators, policymakers, and institutions.

2.1 Formulation of the Research Question

The research question (RQ) provides directions and focus for selecting the core competencies of management educators. There are many aspects of management education, and a structured review process requires a research question.

- **RQ1:** What are the key antecedents that affect teaching competence among management educators?
- **RQ2:** What decisions need to be made to enhance the teaching competencies of management educators?
- **RQ3:** What are the learning and performance outcomes that influence the development of teaching skills for management educators?

The answers to these questions indicated the multidimensional nature of teaching competencies for management teachers. RQ1 provides the key antecedents that support competency improvement among management educators. RQ2 provides scope to explore decisions to enhance their teaching competencies through various integrative teaching-learning practices. RQ3 highlights the learning and performance outcomes that validated competency development. These answers synthesize a framework that links antecedents, decisions, and outcomes to improve the quality of management education.

2.2 Searching, Selection and Evaluation of Studies

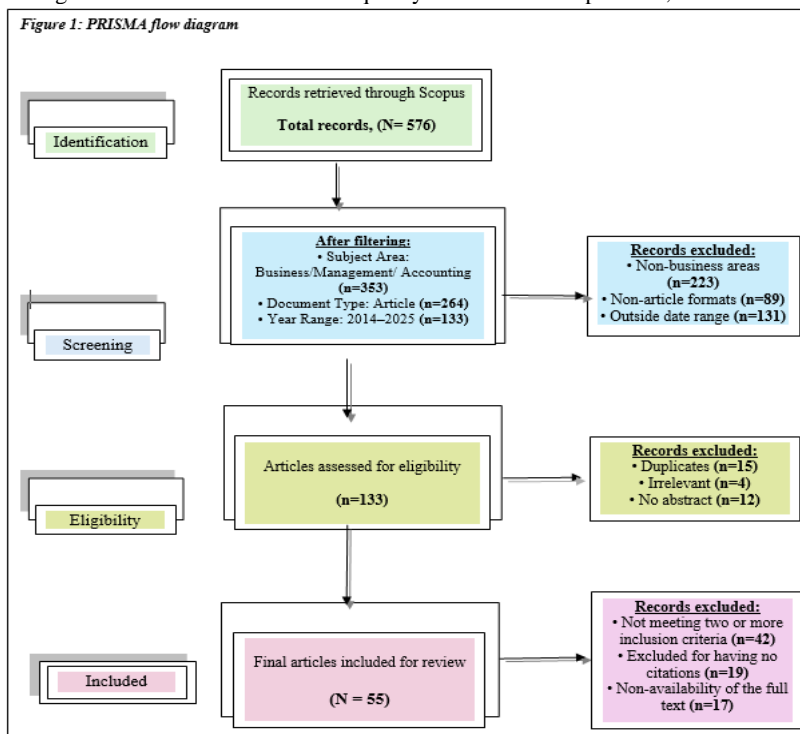
Scopus was selected as it covers peer-reviewed journals that meet the quality criteria to perform a systematic review of management educator's teaching competencies. Using Boolean operators and keywords ("teaching competencies" OR "effectiveness") AND ("business school" OR "business studies"), the September 2025 search revealed 576 papers on teaching competencies. Following the inclusion and exclusion criteria listed in Table 1, the final dataset comprised 55 articles for better data quality.

Table 1: Inclusion and Exclusion Criteria

Inclusion Criterion	Exclusion Criterion
<ul style="list-style-type: none"> • Research papers related to Management Education. • Research Papers discussing teaching competencies essential for Management Educators/Professors. • Academic articles from journals. • Research Papers published in English. 	<ul style="list-style-type: none"> • Research papers without an abstract. • Research Papers discussing teaching Competency of School Teachers. (Primary & Secondary Schools). • Book chapters, dissertations, conference proceedings. • Research paper other than English.

Source: Authors' Own Work

A multistage filtering process was applied to identify the relevant studies for this review. There were initially 576 studies, followed by the first filter in Business Management and Accounting with 353 articles. The second filter retained only full-length journal articles that were reduced to 264. The third filter applied a 2015-2025 publication range and narrowed the collection to 133 articles. This score remained 91 after manual screening of relevance to teaching skills. Further exclusions included 42 articles that did not meet the criteria, 19 without citation, and 17 articles with no text. In the final dataset, a total of 55 articles were published on training requirements for improving management education instructional quality in the PRISMA protocol, as shown in Figure 1.



(Source: Adapted from Moher et al., 2009)

2.3 Analysis and Synthesis of Articles: Based on previous studies conducted in Bakru (2018), Bauman and Lucy (2021), and Khayati and Ariail (2020), 55 articles were reviewed to identify key information such as publication year, source, country, and research method. The results were synthesized by the ADO framework (Paul & Benito, 2018), dividing findings by three areas:

- Identifying antecedents affecting management teaching competencies.
- Discover decisions to improve teaching competencies among management educators.
- Describing Outcomes—impact of teaching skills on teaching effectiveness and student learning.

3. Exploration of systematic literature review method: Following the analysis and synthesis method to choose the studies best suited to the purposes of the review and fulfil the aim of the review (Paul and Benito, 2018; Paul and Rialp-Criado, 2020). The content of existing literature is divided into further sections:

- Year & Source of Publications
- Publication House
- Type of Studies
- Research Methods applied in selected articles
- Data reporting to develop an ADO framework

3.1 Year & Sources of Publications: Based on this analysis, there were 32 (58%) studies between 2015 and 2025 that examined a growing interest in managerial education, particularly in the areas of teaching competencies in management education. In the year 2015, the highest number of published articles was seven; in 2017, there were five articles. This trend indicates impactful recognition of teaching competencies among management educators. The studies appeared in 30 Scopus-indexed journals, with key sources including the International Journal of Educational Management, International Journal of Management Education, and Journal of International Education in Business. These journals feature multiple contributions, although highly cited works have emerged from less known journals. Table 2 lists the journal data with the year & sources of publication.

Table 2: Year & Sources of Publication

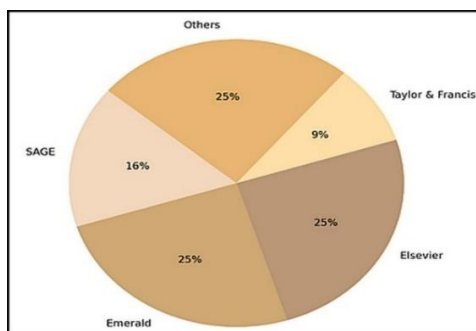
Year	Source Title	No. of Articles	Index/Rank
2025(2), 2024, 2022, 2020(2), 2015	International Journal of Management Education	7	Scopus
2025, 2022, 2020	Journal of Education for Business	3	Scopus
2025, 2022, 2021	Journal of Management Education	3	Scopus
2025	Acta Commercii	1	Scopus
2024	Global Business Review	1	Scopus
2024	International Journal of Asian Business and Information Management	1	Scopus
2024(2)	Journal of Applied Research in Higher Education	2	Scopus
2024	Journal of International Business Education	1	Scopus
2024	Management Decision	1	Scopus
2023, 2020, 2017,2016	Journal of International Education in Business	4	Scopus
2023	Journal of Business Research	1	Scopus
2022, 2019, 2017, 2015	International Journal of Educational Management	4	Scopus
2022	Frontiers in Psychology	1	Scopus
2022	International Journal of Services and Operations Management	1	Scopus
2022	South African Journal of Business Management	1	Scopus
2022	Sustainability	1	Scopus
2021, 2019, 2016	The International Journal of Management Education	3	Scopus
2021, 2017	Journal of Marketing Education	2	Scopus
2021	International Journal of Productivity and Performance Management	1	Scopus
2020, 2018	Accounting Education	1	Scopus
2020	Contemporary Educational Technology	1	Scopus
2020	Electronic Journal of Business Research Methods	1	Scopus
2019	Business and Professional Communication Quarterly	1	Scopus
2019	International Journal of Quality and Reliability Management	1	Scopus
2018	International Journal of Business and Society	1	Scopus
2018	International Journal of Project Management	1	Scopus
2018	Journal of Learning and Change	1	Scopus
2017	Indian Journal of Marketing	1	Scopus
2017	International Journal of Applied Business and Economic Research	1	Scopus
2016	Intangible Capital	1	Scopus
2015	Advances in Developing Human Resources	1	Scopus
2015	Business Communication Quarterly	1	Scopus
2015	Internet and Higher Education	1	Scopus
2015	Journal of Business Ethics	1	Scopus
2015	Procedia - Social and Behavioural Sciences	1	Scopus
Total:		55	

Source: Author's own work

3.2 Publication House

This systematic literature review used only Scopus to source high-quality, peer-reviewed, indexed publications relevant to this research. Emerald and Elsevier published 14 papers each, SAGE published 8, Taylor and Francis published 5, and the remaining 14 papers were grouped under others, as shown in Figure 2.

Figure 2: Number of Papers in various Publication houses



Source: Author's own work

3.3 Type of studies: The research methods of the studies are summarized in Table 3.17 using quantitative and 18 qualitative approaches, indicating a nearly equal split. The rest of the 20 studies, 10 were conceptual, with no primary data, and 4 involved case studies, another 4 involved experimental studies and the last 2 were review studies. This highlights the interdisciplinary nature of the field and the several methodologies employed.

Table 3: Type of Study

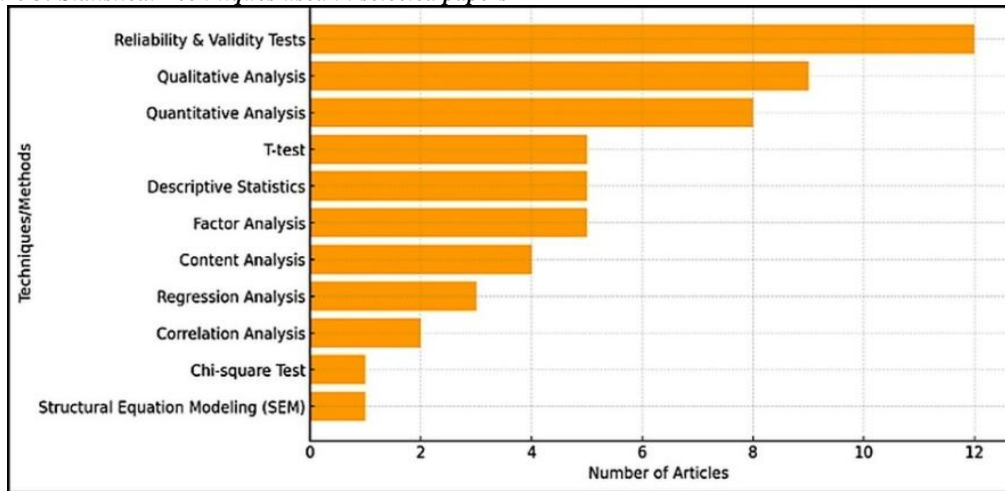
Types of study	No of Papers
Qualitative	18
Quantitative	17
Conceptual	10
Case Study	4
Experimental	4
Review	2

Source: Author's own work

3.4 Research Methods applied in selected articles

Figure 4 shows the statistical methodology used in the 55 selected studies. In 21.8% of cases, the reliability and validity tests were conducted, followed by the qualitative analysis (16.4%) and quantitative analysis (14.5%). Descriptive statistics, t-tests and factor analyses indicated (9.1%), suggesting routine use. The content analysis showed (7.3%) as compared to a regression rate of (5.5%). Among the less common methods are correlation analysis (3.6%), chi-square analysis (1.8%), and SEM also at (1.8%). The basic qualitative and quantitative validation is routine, but the advanced methods, such as SEM and regression analysis, are also used, but less frequently.

Figure 3: Statistical Techniques used in selected papers



Source: Author's own work

3.5 **Data Reporting to Develop ADO Framework:** For this review, 53 teacher competencies and pedagogical variables for ADO are found. To refine the list, the study referred to the most frequently searched factors and retained the key management teaching competencies from published sources for further evaluation. Some characteristics were also relevant: Communication Skills (13), Innovative Teaching Methods (12), Classroom Management (10), and Educational Technologies (10). Other frequently noted qualities include the Ability to Maintain Discipline, Operational Skills, Respect for Diversity, and Application Skills. All variables were included in the final ADO framework, ensuring that they were evidence-based and supported by the existing research (Table 4).

Table 4: Data reporting to develop the ADO framework.

S.No.	Variable	Name Authors	No. Of Times Mentioned In Publications
1.	Ability to maintain discipline	Bakhru (2018)	01
2.	Accountability	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), Alfraih and Alanezi (2016)	04
3.	Adaptability	Maheshkar (2024), Zighan and El-Qasem (2021), Simendinger et al. (2017)	03
4.	Analytical Skills	Maheshkar (2024), Bakhru (2018)	02
5.	Approachable	Maheshkar (2024), Simendinger et al. (2017), Alfraih and Alanezi (2016)	03
6.	Assessment/Evaluation techniques	Avelar et al. (2025), Yuen et al. (2022), Khayati & Ariail (2020), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015)	06
7.	Classroom management	Maheshkar (2024), Yuen et al. (2022), Bakhru (2018), Simendinger et al. (2017), Bawa (2017), Hernández-López et al. (2016),	06
8.	Communication skills	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Zighan and El-Qasem (2021), Perusso et al. (2021), De Villiers (2021), Khayati and Ariail (2020), Varela (2020), Bakhru (2018), Abayadeera et al. (2018), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015), Gayathridevi and Deepa (2015)	13
9.	Conflict Resolution	Zighan and El-Qasem (2021),	01
10.	Coaching, Consulting & Mentoring	Mbokota and Reid (2022), Reid et al. (2020), Blaskova et al. (2015)	03
11.	Content Delivery	Avelar et al. (2025), Maheshkar (2024), Khayati & Ariail (2020), Mitchell and Rich (2020), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015),	07
12.	Creativity	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), González-Pérez & Ramírez-Montoya (2022),	04
13.	Critical Thinking	Grobler (2025), Maheshkar (2024), Zighan and El-Qasem (2021), De Villiers (2021), Varela (2020), Bakhru (2018), González-Pérez & Ramírez-Montoya (2022),	07
14.	Cultural Competence	Maheshkar (2024), Bakhru (2018), Simendinger et al. (2017), Kurpis and Hunter (2017)	04
15.	Curriculum design	Yuen et al. (2022), Mitchell and Rich (2020), Bakhru (2018), Wisneski et al. (2015)	04
16.	Dependability	Bakhru (2018),	01
17.	Educator-Student Rapport	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Simendinger et al. (2017), Hernández-López et al. (2016)	04
18.	Emotional intelligence	Avelar et al. (2025), Maheshkar (2024), Yuen et al. (2022), Mbokota and Reid (2022)	04
19.	Encouragement & Support	Simendinger et al. (2017), Wisneski et al. (2015)	02
20.	Feedback & Reflection	Reid et al. (2020), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015), Blaskova et al. (2015)	05
21.	Imaginative	Zighan and El-Qasem (2021),	01
22.	Inclusive Teaching	Bakhru (2018),	01

23.	Industry Awareness/Experience	Maheshkar (2024), Khayati and Ariail (2020), Bakhru (2018), Hernández-López et al. (2016)	04
24.	Innovative Teaching Methods	Portuguez-Castro and Marchena Sekli (2025), Maheshkar (2024), Lobre-Lebraty and Heimann (2024), Ronaghi (2024), Sheikh et al. (2023), Yuen et al. (2022), Mitchell and Rich (2020), Bakhru (2018), Wisneski et al. (2015),	09
25.	Instructional strategies	Siddiqui and Lento (2022), Simendinger et al. (2017), Hernández-López et al. (2016), Wisneski et al. (2015),	04
26.	Integrity and Ethics	Maheshkar (2024), Ronaghi (2024), De Villiers (2021), Sholihin et al. (2020), Bakhru (2018), Wang and Calvano (2015)	06
27.	Interdisciplinary Teaching/Integration	Yuen et al. (2022), Khayati & Ariail (2020), Bakhru (2018), Hernández-López et al. (2016), Wisneski et al. (2015),	05
28.	Interpersonal Skills	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), Hernández-López et al. (2016)	04
29.	Leadership	Yuen et al. (2022), Mbokota and Reid (2022), Zighan and El-Qasem (2021), Bakhru (2018), Joshi et al. (2017), Hernández-López et al. (2016), Sutherland and Jelinek (2015)	07
30.	Networking, Collaboration & Cooperation	González-Pérez & Ramírez-Montoya (2022), Yuen et al. (2022), De Villiers (2021), Perusso et al. (2021), Hernández-López et al. (2016), Wisneski et al. (2015),	06
31.	Operational Skills	Bakhru (2018),	01
32.	Practical Application Skills	Bakhru (2018), Simendinger et al. (2017), Hernández-López et al. (2016), Wisneski et al. (2015),	04
33.	Problem-solving skills	Zighan and El-Qasem (2021), Gunawan and Shieh (2020), Bakhru (2018),	03
34.	Professional Development	Maheshkar (2024), Khayati & Ariail (2020), Bakhru (2018), Joshi et al. (2017), Hernández-López et al. (2016), Blaskova et al. (2015)	06
35.	Purposeful	González-Pérez & Ramírez-Montoya (2022),	01
36.	Quality-focused	Bawa (2017)	01
37.	Research Capability	González-Pérez & Ramírez-Montoya (2022), Siddiqui and Lento (2022), Khayati and Ariail (2020), Mitchell and Rich (2020), Bakhru (2018), Simendinger et al. (2017), Blaskova et al. (2015)	07
38.	Resilience	Maheshkar (2024),	01
39.	Respect for Diversity	Maheshkar (2024), Khayati & Ariail (2020),	02
40.	Self-awareness	Maheshkar (2024), Mbokota and Reid (2022)	02
41.	Self-confidence	Maheshkar (2024), Mbokota and Reid (2022), Simendinger et al. (2017), Alfraih and Alanezi (2016)	04
42.	Self-discipline	Maheshkar (2024), Mbokota and Reid (2022), Bakhru (2018),	03
43.	Self-efficacy	Maheshkar (2024), Perusso et al. (2021), Sholihin et al. (2020)	03
44.	Self-motivation	Zighan and El-Qasem (2021), Bakhru (2018),	02
45.	Student engagement methods	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Bakhru (2018),	03
46.	Subject knowledge/Mastery	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Khayati and Ariail (2020), Reid et al. (2020), Gunawan and Shieh (2020), Khayati & Ariail (2020), Bakhru (2018), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015),	10
47.	Sustainable Teaching	Avelar et al. (2025), Grobler (2025), MacMillan (2025), Pimpa (2024), Sheikh et al. (2023), Hernández-López et al. (2016)	06
48.	Teamwork	Zighan and El-Qasem (2021), Bakhru (2018),	02
49.	Technical expertise in the relevant field	Portuguez-Castro and Marchena Sekli (2025), Maheshkar (2024), Al Murshidi (2021) Bakhru (2018), González-Pérez & Ramírez-Montoya (2022),	05
50.	Technology Integration	Portuguez-Castro and Marchena Sekli (2025), Maheshkar (2024), Ronaghi (2024), González-Pérez & Ramírez-Montoya (2022), Yuen et al. (2022), Al Murshidi (2021), Mitchell and Rich (2020), Gunawan and Shieh (2020), Sholihin et al. (2020), Bakhru (2018), Hernández-López et al. (2016), Wisneski et al. (2015),	12
51.	Time management	Zighan and El-Qasem (2021), Bakhru (2018),	02
52.	Trust-Building	Maheshkar (2024), Joshi et al. (2017)	02
53.	Use of Educational Technologies	Portuguez-Castro and Marchena Sekli (2025), Maheshkar (2024), Yuen et al. (2022), González-Pérez & Ramírez-Montoya (2022), Al Murshidi (2021), Mitchell and Rich (2020), Gunawan and Shieh (2020), Sholihin et al. (2020), Bakhru (2018), Alfraih and Alanezi (2016)	10

Source: Author's own work

4. Rationale for Using the ADO Framework to Identify Teaching Competencies of Management Educators

This study used the Antecedents–Determinants–Outcomes (ADO) framework (Paul & Benito, 2018) to identify management educators' teaching skills. The proposed ADO framework organizes teaching competencies into three dimensions (see Figure 4). Antecedents include personal, professional, and pedagogical factors that influence competency development. Decision factors are strategies to improve competencies in an academic environment. These results demonstrated the implications of competencies for teaching effectiveness, student learning, employability and institutional performance. The gap between academic instruction and industry needs highlights the importance of the incorporation of experiential and skill-based learning into business education (Freyn et al., 2021). This complies with the ADO framework of making the most appropriate level of education to develop employability using competency-based approaches. By combining research into a systematic review, the framework maintains an analytically rigorous application of analysis, establishing clear relationships between antecedents, decisions and outcomes, to illustrate how variables influence instructional outcomes, and, ultimately, student success.

4.1 Antecedents of the ADO Framework: The quality of management education depends on the skills of teaching and prepares future leaders. Pedagogy provides the organization to develop competence. Antecedents refer to educator's personal, professional and pedagogical abilities to influence teaching efficiency and enable educators to make ethical, innovative decisions for their students.

Personal competencies

Personal competencies, including personality traits and soft skills, influence how educators interact with students and are key to their employability and recruitment in the corporate world (Srinivasan & Thangaraj, 2021). Emotional intelligence empowers educators to respond and process emotions effectively (Avelar et al., 2025; Mbokota and Reid, 2022) and facilitates better classroom relationships. Adaptability

(Maheshkar, 2024; Earl Simendinger et al., 2017) and dependability (Bakhr, 2018) provide responsive teaching; accountability (Zighan and El-Qasem, 2021; Alfrah and Alanezi, 2016) supports professional duties. In addition to time management (Bakhr, 2018) and self-motivation (Zighan and El-Qasem, 2021), which help teachers cope with academic pressure. Self-efficacy (Perusso et al., 2021; Sholihin et al., 2020), self-awareness (Maheshkar, 2024; Mbokota & Reid, 2022) and self-discipline (Maheshkar, 2024; Bakhr, 2018) enhance teaching effectiveness. Integrity (Maheshkar, 2024; De Villiers, 2021; Sholihin et al., 2020) maintains the professional standards. Cultural competence (Maheshkar, 2024; Simendinger et al., 2017) helps to manage classroom diversity. Leadership (Yuen et al., 2022; Bakhr, 2018; Hernández-López et al., 2016; Sutherland and Jelínek, 2015) and mentoring (Reid et al., 2020; Blaskova et al., 2015) support their growth (Bakhr, 2018; Joshi et al., 2017). Interpersonal skills (Hernández-López et al., 2016) and critical thinking (Grobler, 2025; Zighan and El-Qasem, 2021; De Villiers, 2021) aid in problem-solving (Gunawan and Shieh, 2020; Bakhr, 2018). Creativity and purposefulness (González-Pérez and Ramírez-Montoya, 2022) drive innovation (Portuguez-Castro and Marchena Sekli, 2025; Ronaghi, 2024; Bakhr, 2018). Student rapport (Maheshkar, 2024; Hernández-López et al., 2016) and conflict resolution (Zighan and El-Qasem, 2021) create inclusive classrooms (Bakhr, 2018), and this supports classroom management (Maheshkar, 2024; Yuen et al., 2022; Bakhr, 2018). Trust (Maheshkar, 2024; Joshi et al., 2017) and resilience (Maheshkar, 2024) help to navigate teaching challenges.

Professional Competencies

Professional competencies refer to domain-specific expertise and career-oriented abilities that management educators must master, including technical (Portuguez-Castro and Marchena Sekli, 2025; González-Pérez & Ramírez-Montoya, 2022), analytical (Maheshkar, 2024; Bakhr, 2018), and interpersonal skills (Maheshkar, 2024; Zighan and El-Qasem, 2021; Hernández-López et al., 2016). Communication skills (Zighan and El-Qasem, 2021) impact pedagogical delivery, while problem-solving skills (Gunawan and Shieh, 2020) support student engagement (González-Pérez and Ramírez-Montoya, 2022). Teamwork (Zighan and El-Qasem, 2021; Bakhr, 2018) strengthens collaborative environments. The technical knowledge (Maheshkar, 2024; González-Pérez & Ramírez-Montoya, 2022; Gunawan and Shieh, 2020; Khayati and Ariail, 2020; Wisneski et al., 2015) and research abilities (Siddiqui and Lento, 2022; Khayati and Ariail, 2020; Mitchell & Rich, 2020) of educators are required to perform well in this profession. Industry awareness (Maheshkar, 2024; Khayati & Ariail, 2020) and consulting skills (Reid et al., 2020; Blaskova et al., 2015) connect academic knowledge to applications. Professional growth (Maheshkar, 2024; Khayati & Ariail, 2020; Bakhr, 2018; Joshi et al., 2017) includes networking and continuous development. Operational skills (Bakhr, 2018), practical applications (Simendinger et al., 2017; Hernández-López et al., 2016), and quality-focused practices (Bawa, 2017) ensure high-standard delivery.

Pedagogical Competencies

Pedagogical competencies encompass teaching skills that impact learning outcomes and classroom management (Simendinger et al., 2017; Bawa, 2017; Hernández-López et al., 2016). Educators need knowledge of curriculum design (Mitchell and Rich, 2020; Bakhr, 2018; Wisneski et al., 2015) and instructional strategies (Siddiqui and Lento, 2022; Simendinger et al., 2017). Among innovative training practices (Portuguez-Castro and Marchena Sekli, 2025; Maheshkar, 2024; Lobre-Lebraty and Heimann, 2024; Ronaghi, 2024) and assessment techniques (Avelar et al., 2025; Yuen et al., 2022; Khayati & Ariail, 2020), are the new teaching methods. Teacher's competence in student interaction and instructional technology integration is necessary (Portuguez-Castro and Marchena Sekli, 2025; Maheshkar, 2024; Ronaghi, 2024). Feedback and inclusive instruction provide responsiveness to diversity. Interdisciplinary learning (Yuen et al., 2022; Khayati & Ariail, 2020; Bakhr, 2018) facilitates knowledge exchange. Pedagogical excellence is founded on sustainable teaching practice and analytical thinking. These competencies support the outcome-driven teaching, providing a model of how the personal, professional and pedagogical domains are linked in management education. The Decision element is a translation layer within ADO that focuses on antecedents (what educators bring to class) and outcomes (what students can obtain during the class). The educators can make informed teaching choices by looking at the personal, professional, and pedagogical skills to support student-centered teaching and student learning.

4.2 Decision of the ADO Framework

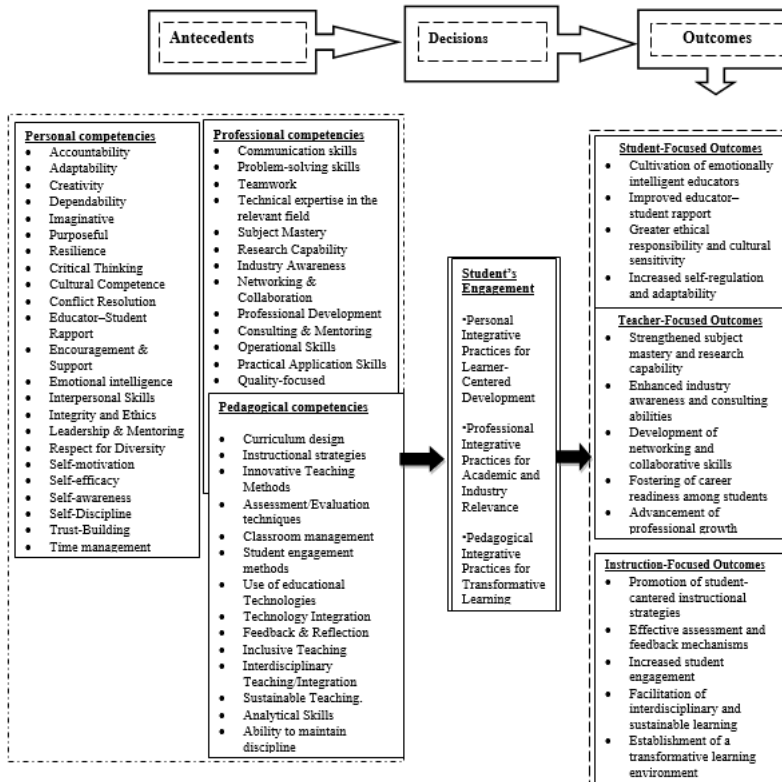
Decisions driven by Personal Integrative Practices:

Personal integrative practices in learning management are used by educators to influence student-centered development decisions. They construct context-sensitivity decisions for students (Simendinger et al., 2017; Wisneski et al., 2015) with emotional intelligence, self-awareness, resilience and cultural competence (Maheshkar, 2024), feedback strategies (Reid et al., 2020; Simendinger et al., 2017), and motivational interventions. These are empathy, adaptability (Zighan & El-Qasem, 2021), and ethical responsibilities reflecting the diversity of student's backgrounds. For example, the ability to provide differing resources for struggling learners shows the teacher's accountability (Bakhr, 2018), integrity (Ronaghi, 2024), and initiative.

Decisions driven by Professional Integrative Practices

Professional integrative practices advise teachers to make strategic decisions about the ethical relevance of the work they are undertaking, in terms of its academic and industrial relevance. Competencies include industry awareness (Maheshkar, 2024), consulting skills (Blaskova et al., 2015) and professional ethics (Ronaghi, 2024; De Villiers, 2021) and subject knowledge (Gonzalez-Perez & Ramirez-Montoya, 2022; Khayati & Ariail, 2020). These decisions mean an update in course content, implementation of collaborative projects (Yuen et al. 2022), also inviting industry speakers to bridge the academia-industry gap in education, demonstrating the educator's focus on employability and lifelong learning.

Figure 4: Proposed ADO Framework to identify core teaching competencies in Management Education



Decisions driven by Pedagogical Integrative Practices: Pedagogical integrative practices lead students to choose instructional approaches that are intended to enable their transformative learning. This equivalence of instructional practices is based on instructional strategies (Siddiqui & Lento, 2022), classroom management (Simendinger et al., 2017; Bawa, 2017), technology integration (Portuguez-Castro & Marchena Sekli, 2025), inclusive teaching (Bakhr, 2018), and the educator's structured learning experiences. These decisions include adopting active learning practices, using technologies to flip classrooms, and incorporating interrelated themes. This means actions that are responsive, evidence-based, and create dynamic classrooms that prepare students for real-world challenges.

4.3 Outcomes of the ADO Framework

This part of the ADO framework is the outcome section of the results of teaching practices and their decisions among students, teachers, and instructional dimensions, providing the advantage of what a competency-based approach to education can achieve.

Student-Focused Outcomes: The competencies for teachers have a prominent effect on their student's growth and development (Barends, 2022). Emotionally intelligent teachers foster psychological safety for students (Avelar et al., 2025) and improve communication and rapport. With the inclusive teaching practices and curriculum, students develop their cultural awareness and sensitivity of the world around them (Bakhr, 2018; Maheshkar, 2024). Adaptive strategies (Siddiqui and Lento, 2020) encourage self-regulation (Simendinger et al., 2017), which is necessary for lifelong learning (Grobler, 2025). This has shaped academics and socially responsible professionals.

Teacher-Focused Outcomes: The prescribed ADO framework supports the teaching profession as educators. Their commitment to domain knowledge builds their mastery (Gonzalez-Perez & Ramirez-Montoya, 2022). The practice of integrative practice allows educators to gain industry knowledge (Khayati and Ariail, 2020) and consulting skills (Mbokota and Reid, 2022). Interpersonal competencies help networking and collaboration among teachers and students (Hernández-López et al., 2016). Teachers can also further include in their insight into current business and career-related information into their teaching and promote the students to be career-oriented. This has improved professional development by transforming educators into innovative and lifelong learners.

Instruction-Focused Outcomes: Instructional design offers transformation through competency-driven decision-making (Mitchell and Rich, 2020). Student-centered teaching strategies shift the focus to learners as teachers use reflective assessment to evaluate their levels of learning. (Alfraih & Alanezi, 2016). These shifts increase engagement through co-curricular assimilation and technology. Educators maintain interdisciplinary learning through integrating broader perspectives on outcomes (MacMillan, 2025; Pimpa, 2024; Sheikh et al., 2023). This generates an outcome that serves as a transformative environment that nurtures critical thinking and preparedness for complex challenges.

5. Findings

The findings of this study provide an instrument for self-assessment, professional growth, and reflective practice for educators, institutes and policy makers. The ADO framework offers a structured way to measure educator's skill sets in three relevant areas: personal attributes such as adaptability and emotional intelligence, professional dimensions such as learning and classroom effectiveness and pedagogical dimensions such as content delivery and assessment practices. This approach could lead teachers to adopt a more targeted professional development strategy, based on mapping skills and areas for growth within this framework. In addition, the inclusion of frequently asked competencies, such as communication skills, new teaching methods, and educational technology, reflects emerging expectations in the modern classroom. Rather, educators are encouraged to not only keep up with their knowledge but also to adopt new practices and teaching strategies focused on students. Finally, the ADO framework provides a more responsible and evidence-based approach to instruction excellence and career growth.

6. Discussion and Future Research Agenda.

This framework orients the future research of key competencies and pedagogical factors for educator effectiveness using this framework, and guidance for impactful reviews (Paul and Rialp-Criado, 2020).

6.1 Antecedents: Antecedents are the components that drive teaching competencies in education and are linked to the historical characteristics of educator's personal, pedagogical, and professional traits. As a primary research gap, lack of available data in longitudinal studies that

could provide insight into educator skills development and student success dimensions. To evaluate effectiveness in teaching across national systems, cross-cultural comparisons are needed. However, technology has an impact on teaching methods; research has remained limited in this area. Some interdisciplinary competencies remain abstract, particularly regarding structured integration models.

6.2 Decisions: In the ADO model, decisions are made to improve teacher effectiveness by developing the tools to measure competency, as existing instruments fail to be universal across contexts. Another focus is on adaptive teaching strategies, which involve testing dynamic models for diverse student needs. Although efforts are being made to develop competencies for career stages, there is a lack of clear developmental pathways that affect progression planning.

6.3 Outcomes: These outcomes reflect the quantifiable effects of competencies on teaching and learning. The research directions have implications for both the antecedents and outcomes. Industry-academia collaboration enhances student job readiness and curriculum relevance (Menon et al., 2022). So, diversity and inclusion have value, yield improved engagement and equitable learning.

7. Strategic Implications of the ADO Framework for Educators and Management Institutions

In the study, the ADO framework and its 53 identified antecedents influence educators and management institutions in their learning, curriculum design, and strategic planning. The concepts of learning outcomes for transferable skills are well understood by educators and have been found to be conceptually aligned with the intended learning outcome in the educational practice (Olesen et al., 2020). The ADO framework allows self-assessment and growth by identifying strengths and development areas. It promotes competencies such as communication, innovative teaching, and educational technologies reflecting modern classroom expectations. This inspires educators to expand their knowledge and adopt student-centered practices. It facilitates faculty development in classroom leadership and digital pedagogy and links student success with educator performance (Menon & Suresh, 2021). The ADO model is designed to improve institutional readiness, thus enabling institutions to use competency-based accountability and institutional growth.

8. Conclusion

This study explores and organizes the foundations for effective management educators through ADO. This study presented the complexity of assessing teaching effectiveness via a literature review and consolidation of 53 key antecedents: subject knowledge, pedagogical skills, personal characteristics, and education outcomes. ADO is a model of teachers, institutions, and policymakers for aligning development, assessment, and curriculum planning with recognized competencies. While this study provides a basis for future research, secondary data limitations remain. This study contributes to the discourse of management education and provides evidence-based improvement in teaching practices.

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