

An ADO Framework Analysis of Teaching Competencies in Management Education: A Systematic Literature Review and Future Research Agenda

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Abstract

Purpose- This systematic literature review will address core teaching competencies, from an Antecedents-Decisions-Outcomes perspective, that an efficient management educator is required to possess; while considering competencies asked for by the educators in the context of desired competencies of the teachers in the management education field in support of the teacher's validated approach to assessment of learners through learning theories.

Design- This study presents an analysis of 53 variables, encompassing personal, professional, and pedagogical aspects, from 55 articles published from 2015 to 2025. The Skills are mapped to reflect core teaching skills, curriculum planning and policy making under the ADO framework.

Finding- The result of this study is like a beacon for self-evaluation, PD, reflection. The ADO is a framework given to teachers and will provide a scaffolding of the current level of development in the three areas: personal, professional and pedagogical. Lastly, the ADO model proactively supports teacher growth to instructional excellence and career advancement through these intentional and research-informed processes.

Future research- This research is secondary study and cannot provide sufficient information and research depth for actual application in future. Future directions should include longitudinal analysis of data, cross-cultural integration and transcultural validation efforts that enable the contextual understanding of the data.

Research Implications- for teacher educators, institutions and policies to plan teacher PD and supports for teacher development. This is done with the help of the ADO-based framework to enact the skills in the world of education management.

Originality- The aim of this study is to build a competencies model for management educator based on ADO, which combines personal, professional and pedagogical aspects. It therefore offers a resource for developing management education to benefit teaching and learning in management education.

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

INTRODUCTION

Background of Management Education (ME)

Management education has evolved from traditional business training into the mix of different areas in terms of economics, psychology, sociology and organizational theory. With the growing complexity of businesses, management education is particularly highlighted to international strategies (Spinellis 2023), innovation (Sirok & Jaaskelainen 2021), ethical management (Den Hartog 2015; Bohra & Rawat 2022), corporate social responsibility (Gonzalez et al. 2022), and sustainable strategies (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 Ndjuyé, 2022), classroom management, cultural awareness and development of critical thinking (Novitasari and Shofwan, 2024). As per management educators, some recommended books include the study of case studies and real-world problem solving (Hrivnak, 2019). Experiential learning helps students gain through internships and simulations (Johnson et al., 2019; Rong et al., 2025). These skills are a testament to the dynamic nature of

this sector and the relevance of Management education to future leaders (Vidya and Gaurav 2024). This background gives the necessary competencies to lead the next generation of leaders in the evolving global challenges. Therefore, the need for systematic literature review (SLR) for the consistent approach towards reviewing the literature and the changing roles of management education and the management educators. Facilitates the systematic sampling of research, across disciplines, (Lame, 2019). But since it is built on a wide range of research studies addressing competencies of teaching in ME, an SLR is ideally suited to sum up the outputs of research and to show patterns indicating insights for educators and institutions (Paul & Rialp-Criado, 2020). Beyond examining the emerging trends in “experiential, digital and sustainable education” (Bisschoff and Massyn, 2025), the contributors in this Special Section address the needs of management teachers to have an array of skills with which to involve pupils in practice. While various studies have investigated skills/competencies, including digital literacy skills and cross-cultural communication, there has been no review of these skills/competencies across regions. A synthesis of this kind would be necessary to make sense of constructs of competence. Finally, it will be useful for policymakers in their program design and as feedback for accreditation as well as for educators to stay relevant in the world.

2. METHODOLOGY

This study aims to bring together and classify the teaching skills needed to provide Leadership and Management education. Paul and Benito (2018) provide a model called Antecedents Decisions Outcomes (ADO) that forms the basis of the categories of the following review: antecedents, decisions and outcomes. There are few studies that have integrated educational competencies with sustainable pedagogical outcomes and effectiveness of Institutions (Khare & Macneil, 2024). This is what this review aims at to fill these gaps and advancing a more holistic thinking on the skills that should support effective management education as a way to lift both educators, policy makers and institutions in theory and practice.

2.1 Formulation of the Research Question

The research question (RQ) gives directions and provides a focus for the selection of core competencies of the management educator. When it comes to management education, there's a lot that can be achieved, and a structured review process will need the aid of a study query.

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 responses to the above problems revealed the many dimensions of the competency of teachers of management. The key antecedents that support competency improvement among management educators are provided in RQ1. RQ2 offers opportunity to consider choices for the improvement of their repertoire of effective teaching skills and how these choices are realised in the practice of different integrative teaching-learning approaches. RQ3 focuses on the competency development which has been validated in terms of learning and performance outcomes. The answers incorporate within them a synthesis of a framework that connects the antecedents, decisions and outcomes aimed at enhancing the quality of management education.

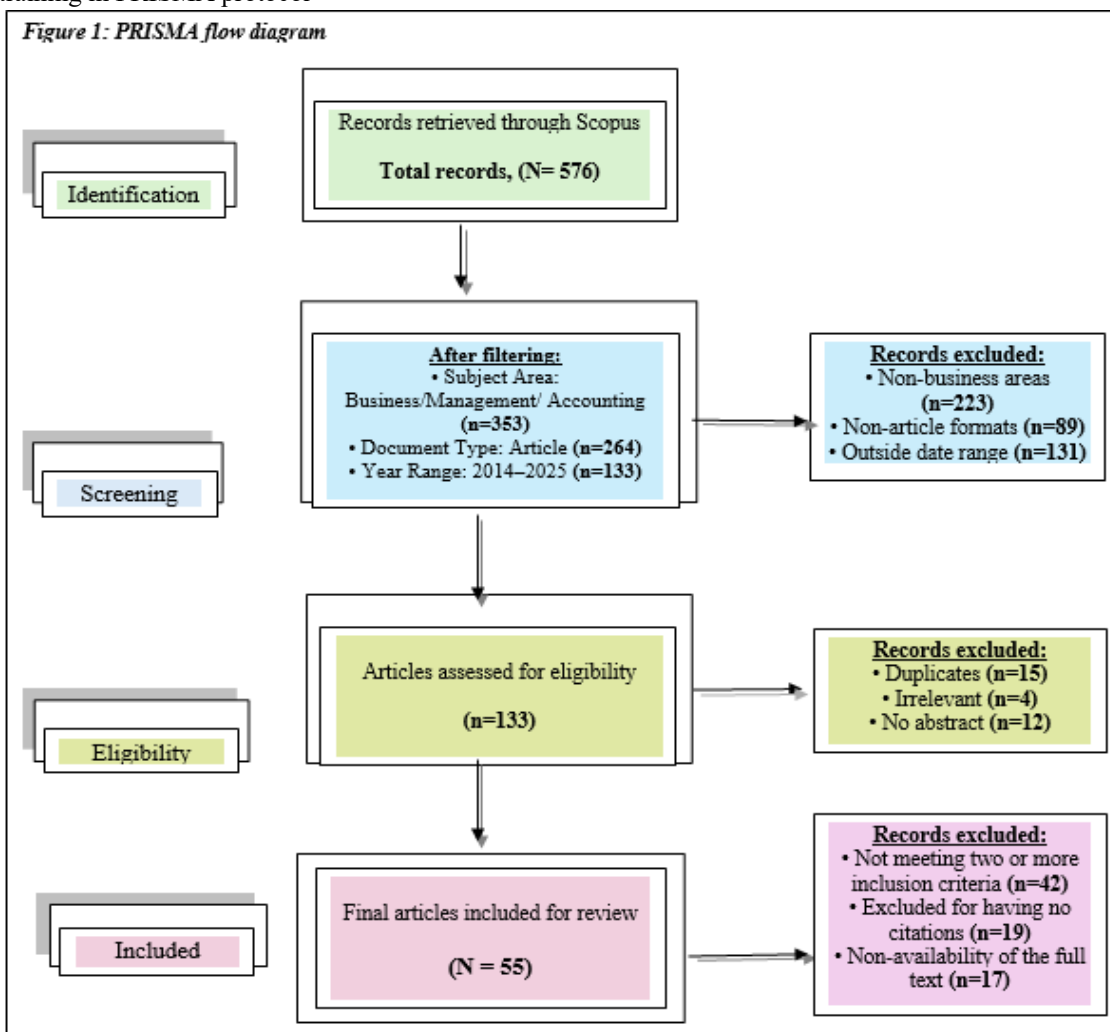
2.2 Searching, Selection and Evaluation of Studies

Scopus was chosen because it includes those journals which are peer-reviewed and fulfil the quality criteria, and were suitable for conducting a systematic literature search on the competencies that are required from management educator as a teacher. 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. Based on the inclusion/exclusion criteria (Table 1), the final data set included 55 articles for better data quality.

Table 1: Inclusion and Exclusion Criteria	
Inclusion Criterion	Exclusion Criterion
Research papers related to Management Education.	Research papers without an abstract.
Research Papers discussing teaching competencies essential for Management Educators/Professors.	Research Papers discussing teaching Competency of School Teachers. (Primary & Secondary Schools).
Academic articles from journals.	Book chapters, dissertations, conference proceedings.
Research Papers published in English.	Research paper other than English.

Source: Authors' Own Work

A multistage filtering approach has been used to find appropriate studies for this review. Initially, there were 576 studies, and then Business Management and Accounting was applied as the first filter (353 articles). A second filter was used to remove journal articles shorter than 264, limiting the second filter to full-length articles. The year range filter applied was between 2015-2025 and finally, the collection reduced to 133 articles. This score was not altered following manual screening for relevance to teaching skills. Then 42 articles were excluded because they did not meet the inclusion criteria, 19 articles because they had no citation and 17 articles had no text. Figure 1 shows that there are 55 articles published on the need for education teaching quality improvement of training in PRISMA protocol



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

2.3 Analysis and Synthesis of Articles

Previous research papers on this topic in Bakru (2018), Bauman and Lucy (2021), Khayati and Ariail (2020) were selected and 55 articles were reviewed to see the necessary details such as publication year, source, country and research method. Findings were synthesized using the ADO framework (Paul & Benito, 2018) based on three categories:

Determine any antecedents that are impacting upon management teaching competencies.

Identify improvements in the competencies of teachers as a result of the decisions made by 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 material in the literature is broken down into additional 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

According to this analysis, 32 (58%) studies were conducted between the years 2015-2025 that explored an increasing concern about managerial education specifically in the teaching competencies in management education. The maximum number of published articles was seven in the year 2015, and 5 articles in the year 2017. This suggests that there is 'impactful recognition' of teaching competencies given by management educators. These studies were published in 30 Scopus indexed journals, including International Journal of Educational Management, International Journal of Management Education and Journal of International Education in Business. The journals have multiple contributions, but highly cited works have appeared in less well-known journals. Journal data and its year and source of publications are given in Table 2.

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

Publication House

In this systematic literature review, only Scopus database was utilized to source publications which include indexed, peer-reviewed and high-quality publications relevant to this research. Emerald published the highest number of paper (14), Elsevier (14) likewise, followed by SAGE (8), Taylor and Francis (5), with the remaining 14 papers falling under others as portrayed in figure 2.

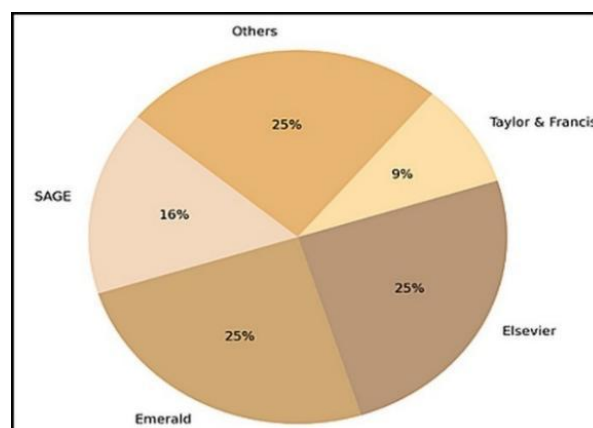


Figure 2: Number of Papers in various Publication houses

Source: Author's own work

Type of studies

Table 3.17 summarizes the research method of the studies quantitatively with 9 qualitative approaches, almost evenly split between the two. 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 is to emphasize the inter-disciplinary work and the various methodologies used.

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

Research Methods applied in selected articles

The statistical methodology in the 55 selected studies is presented in figure 4. Of all the cases, 21.8% reported conducting the reliability and validity test, then the qualitative analysis (16.4%) and the quantitative analysis (14.5%). Excluding the reference photographs, descriptive statistics and t-tests and a factor analysis revealed (9.1%) for routine use. The content analysis showed (7.3%) as compared to a regression rate of (5.5%). Less frequently used are correlation analysis (3.6%), chi-square analysis (1.8%) and SEM also (1.8%). The routine use of the basic qualitative and quantitative validation and the advanced method (SEM, regression analysis) is less frequent.

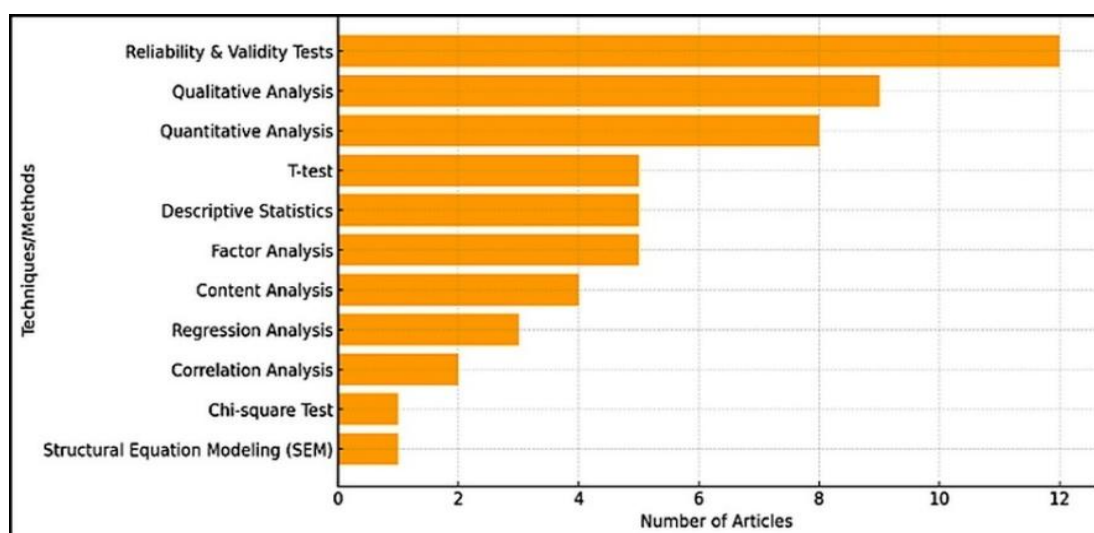


Figure 3: Statistical Techniques used in selected papers

Source: Author's own work

Data Reporting to Develop ADO Framework

There are 53 teacher competencies and pedagogical variables that are identified for ADO for this review. The study looked back at factors that had a higher number of hits and the key competencies for management teachers as identified by publications were used for further investigation in the list. Some characteristics were also pertinent: Communication Skills (13), Innovative Teaching Methods (12), Classroom Management (10) and Educational Technologies (10).

Common other qualities mentioned are Ability to Maintain Discipline, Operational Skills, Respect for Diversity and Application Skills. Final ADO variables were all evidence based and supported by existing research (Table 4).

Table 4: Data reporting to develop the ADO framework.

S.No.	Variable	Name Authors	No. Of Times Mentioned In Publications
	Ability to maintain discipline	Bakhru (2018)	01
	Accountability	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), Alfraih and Alanezi (2016)	04
	Adaptability	Maheshkar (2024), Zighan and El-Qasem (2021), Simendinger et al. (2017)	03
	Analytical Skills	Maheshkar (2024), Bakhru (2018)	02
	Approachable	Maheshkar (2024), Simendinger et al. (2017), Alfraih and Alanezi (2016)	03
	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
	Classroom management	Maheshkar (2024), Yuen et al. (2022), Bakhru (2018), Simendinger et al. (2017), Bawa (2017), Hernández-López et al. (2016),	06
	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
	Conflict Resolution	Zighan and El-Qasem (2021),	01
	Coaching, Consulting & Mentoring	Mbokota and Reid (2022), Reid et al. (2020), Blaskova et al. (2015)	03
	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
	Creativity	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), González-Pérez & Ramírez-Montoya (2022),	04

	Critical Thinking	Grobler (2025), Maheshkar (2024), Zighan and El-Qasem (2021), De Villiers (2021), Varela (2020), Bakhru (2018), González-Pérez & Ramírez-Montoya (2022),	07
	Cultural Competence	Maheshkar (2024), Bakhru (2018), Simendinger et al. (2017), Kurpis and Hunter (2017)	04
	Curriculum design	Yuen et al. (2022), Mitchell and Rich (2020), Bakhru (2018), Wisneski et al. (2015)	04
	Dependability	Bakhru (2018),	01
	Educator–Student Rapport	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Simendinger et al. (2017), Hernández-López et al. (2016)	04
	Emotional intelligence	Avelar et al. (2025), Maheshkar (2024), Yuen et al. (2022), Mbokota and Reid (2022)	04
	Encouragement & Support	Simendinger et al. (2017), Wisneski et al. (2015)	02
	Feedback & Reflection	Reid et al. (2020), Simendinger et al. (2017), Alfraih and Alanezi (2016), Wisneski et al. (2015), Blaskova et al. (2015)	05
	Imaginative	Zighan and El-Qasem (2021),	01
	Inclusive Teaching	Bakhru (2018),	01
	Industry Awareness/Experience	Maheshkar (2024), Khayati and Ariail (2020), Bakhru (2018), Hernández-López et al. (2016)	04
	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
	Instructional strategies	Siddiqui and Lento (2022), Simendinger et al. (2017), Hernández-López et al. (2016), Wisneski et al. (2015),	04
	Integrity and Ethics	Maheshkar (2024), Ronaghi (2024), De Villiers (2021), Sholihin et al. (2020), Bakhru (2018), Wang and Calvano (2015)	06
	Interdisciplinary Teaching/Integration	Yuen et al. (2022), Khayati & Ariail (2020), Bakhru (2018), Hernández-López et al. (2016), Wisneski et al. (2015),	05
	Interpersonal Skills	Maheshkar (2024), Zighan and El-Qasem (2021), Bakhru (2018), Hernández-López et al. (2016)	04
	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
	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
	Operational Skills	Bakhru (2018),	01
	Practical Application Skills	Bakhru (2018), Simendinger et al. (2017), Hernández-López et al. (2016), Wisneski et al. (2015),	04
	Problem-solving skills	Zighan and El-Qasem (2021), Gunawan and Shieh (2020), Bakhru (2018),	03

	Professional Development	Maheshkar (2024), Khayati & Ariail (2020), Bakhru (2018), Joshi et al. (2017), Hernández-López et al. (2016), Blaskova et al. (2015)	06
	Purposeful	González-Pérez & Ramírez-Montoya (2022),	01
	Quality-focused	Bawa (2017)	01
	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
	Resilience	Maheshkar (2024),	01
	Respect for Diversity	Maheshkar (2024), Khayati & Ariail (2020),	02
	Self-awareness	Maheshkar (2024), Mbokota and Reid (2022)	02
	Self-confidence	Maheshkar (2024), Mbokota and Reid (2022), Simendinger et al. (2017), Alfraih and Alanezi (2016)	04
	Self-discipline	Maheshkar (2024), Mbokota and Reid (2022), Bakhru (2018),	03
	Self-efficacy	Maheshkar (2024), Perusso et al. (2021), Sholihin et al. (2020)	03
	Self-motivation	Zighan and El-Qasem (2021), Bakhru (2018),	02
	Student engagement methods	Maheshkar (2024), González-Pérez & Ramírez-Montoya (2022), Bakhru (2018),	03
	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
	Sustainable Teaching	Avelar et al. (2025), Grobler (2025), MacMillan (2025), Pimpa (2024), Sheikh et al. (2023), Hernández-López et al. (2016)	06
	Teamwork	Zighan and El-Qasem (2021), Bakhru (2018),	02
	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
	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
	Time management	Zighan and El-Qasem (2021), Bakhru (2018),	02
	Trust-Building	Maheshkar (2024), Joshi et al. (2017)	02
	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

For the purpose of identifying management educators' teaching skills for this study the Antecedents Determinants Outcomes (ADO) framework was applied from Paul and Benito, 2018. The proposed ADO framework clusters the teaching competencies into three dimensions (refer Figure 4). Antecedents are the factors that impact competency development (personal, professional and pedagogical). Decision factors are means of increasing skills in an academic setting. These outputs showed the significance of competencies on the teaching effectiveness, student learning and institutional performance. Academic training and industry requirement gap identifies the role of inclusion of skill and experiential learning for Business education (Freyn et al., 2021). This is in alignment with the ADO concept of utilizing the most suitable level of education for employability development through competency-based approach. The framework has integrated research into a "systematic review" and strengthened the analytically rigorous use of analysis to develop clearly determined relationships between antecedents, decisions and outcomes that demonstrate how variables relate to instructional outcomes and, as a consequence, student success.

4.1 Antecedents of the ADO Framework

The quality of management education, skills of teaching and produces the future leaders. Pedagogy is the organization to become competent. 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

Importance of personal competence, such as personality, and soft skills that will affect the way students are addressed to by educators, their employability and recruitment in corporate realm (Srinivasan & Thangaraj, 2021). Emotional intelligence can strengthen a teacher's ability to respond and process emotions (Avelar et al., 2025; Mbokota and Reid, 2022) for the benefit of classroom relationships. Responsive teaching is achieved through adaptability (Maheshkar, 2024; Earl Simendinger et al., 2017) and through dependability (Bakhru, 2018) supporting professional duties. Besides time management (Bakhru, 2018) and self-motivation (Zighan and El-Qasem, 2021), which supports teachers to cope with academic pressure. Self-efficacy (Perusso et al, 2021; Sholihin et al, 2020), self-awareness (Mbokota & Reid, 2022; Maheshkar, 2024) and self-discipline (Maheshkar, 2024; Bakhru, 2018) improve the effectiveness of the teaching. Integrity (Maheshkar, 2024; De Villiers, 2021; Sholihin et al., 2020) present the ethical standards. Cultural competence (Maheshkar, 2024; Simendinger et al., 2017) is a tool that helps to manage classroom diversity. Leadership (Yuen et al., 2022; Bakhru, 2018; Hernández-López et al., 2016; Sutherland and Jelinek, 2015) and mentoring (Reid et al., 2020; Blaskova et al., 2015) support their growth (Bakhru, 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) help to solve problems (Gunawan and Shieh, 2020; Bakhru, 2018). Creativity and the purposefulness are the ones that inspire Innovation (Portuguez-Castro, Marchena Sekli, 2025; Ronaghi, 2024; Bakhru, 2018). These factors build inclusive classrooms (Bakhru, 2018; Hernández-López et al., 2016) which in turn contribute in the case of classroom management (Yuen et al., 2022; Bakhru, 2018; Zighan and El-Qasem, 2021). Evidence and studies also indicate that inclusive leadership positively affects employee innovation behaviour, which also applies to the management education sector: inclusive leadership actions by the teacher are correlated with increased innovation behaviour and commitment by students to the educational process (Gupta et al., 2022). Collaborative learning and writing build trust (Maheshkar, 2024; Joshi et al., 2017) and resilience (Maheshkar, 2024) that is necessary to manage teaching challenges.

Professional Competencies

Professional competencies have been defined as skills and specific knowledge in a different area of work such as technical abilities (Portuguez-Castro and Marchena Sekli, 2025; González-Pérez & Ramírez-Montoya, 2022), analytical skills (Maheshkar, 2024; Bakhru, 2018), and interpersonal skills (Maheshkar, 2024; Zighan and El-Qasem, 2021; Hernández-López et al., 2016), that management teachers are expected to acquire. Communication

skills (Zighan and El-Qasem, 2021) affect the pedagogical delivery, and problem-solving skills (Gunawan and Shieh, 2020) facilitate engagement of students (González-Pérez and Ramírez-Montoya, 2022). Teamwork adds to strong collaboration (Zighan and El-Qasem, 2021; Bakhru, 2018). 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) relate academic knowledge to application. Professional growth (Maheshkar, 2024; Khayati & Ariail, 2020; Bakhru, 2018; Joshi et al., 2017) includes networking and continuous development. In institutional settings, human resource management is also crucial towards structured professional development for promoting high performance standards among teachers (Singh, et al., 2020). The operational skills (Bakhru, 2018), practical application (Simendinger et al., 2017; Hernández-López et al., 2016), and practices geared more toward quality (Bawa, 2017), provides high class delivery services. Pedagogical Competencies

Pedagogical competencies include the teaching skills which affects the learning results and classroom management (Simendinger et al., 2017; Bawa, 2017; Hernández-López et al., 2016).

Teachers must be aware of the curriculum development (Mitchell and Rich, 2020; Bakhru, 2018; Wisneski et al., 2015) as well as instruction strategies (Siddiqui and Lento, 2022; Simendinger et al., 2017). The new teaching methods are among the innovative training practices (Portuguez-Castro and Marchena Sekli 2025, Maheshkar, 2024; Lobre-Lebraty and Heimann, 2024; Ronaghi, 2024) and the assessment techniques (Avelar et al., 2025; Yuen et al., 2022; Khayati & Ariail, 2020). Competence in terms of student interaction, and the integration of Instructional Technology (IT) in teaching, is required for the teacher (Portuguez-Castro and Marchena Sekli, 2025; Maheshkar, 2024; Ronaghi, 2024). Feedback and inclusive instruction provide responsiveness to diversity. The concept of Interdisciplinary learning (Yuen et al., 2022; Khayati & Ariail, 2020; Bakhru, 2018) enables the exchange of knowledge. Good pedagogy is based on sustainable teaching practice and on thinking. Such skills contribute towards the outcome-based pedagogy where a framework depicts the interconnectedness of personal, professional and pedagogical aspects in management education. The Decision element is a kind of translator in ADO: a way of thinking about what educators bring to class (antecedents); a way of thinking about what students might be able to get from class (outcomes). By examining details of their personal, professional, and pedagogical skills in support of student-centered teaching and student learning, the educators can base decisions for teaching on data available to them.

4.2 Decision of the ADO Framework

Decisions driven by Personal Integrative Practices

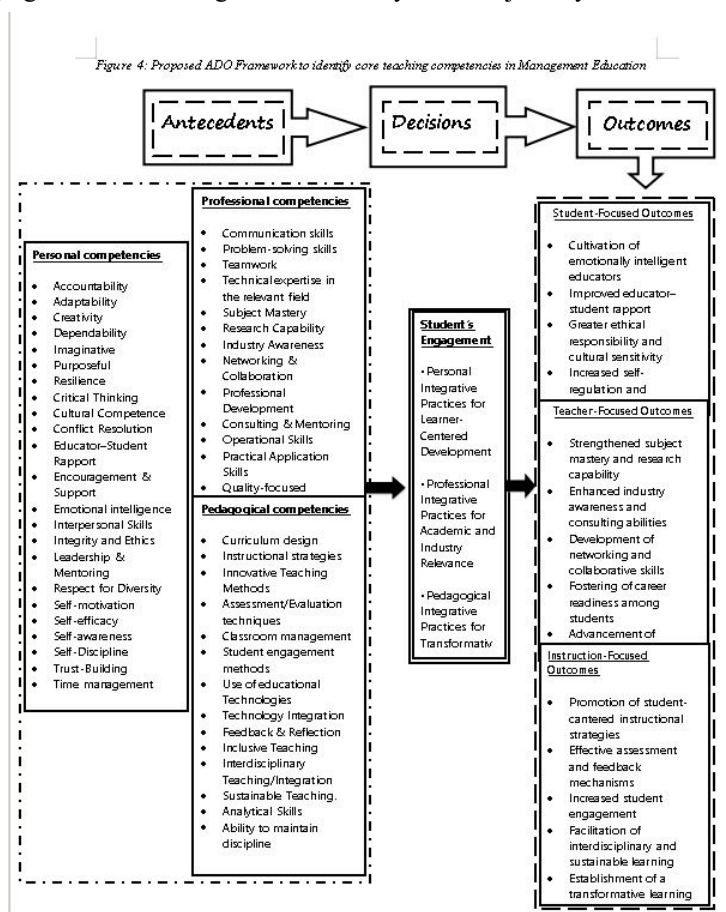
Learning management practices at the personal integrative level apply by teachers for directing decisions at student development level. They construct context-sensitivity decisions for students (Simendinger et al., 2017; Wisneski et al., 2015) with emotional intelligence, self-awareness, resilience and 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 based upon students' differences. For instance, teaching the teacher to offer and alternate resources for underperformers reflects the teacher's sense of responsibility (Bakhru, 2018), honesty (Ronaghi, 2024) and entrepreneurship.

Decisions driven by Professional Integrative Practices

Strategic decisions in this context are considered ethical decisions in the context of work in which it is undertaken and is done by means of professional integrative practices which recommend that teachers should make choices regarding the ethics of the work they are engaged in (academic and industrial). Competencies are related to industry awareness (Maheshkar, 2024), consulting skills (Blaskova et al., 2015) and professional ethics (Ronaghi, 2024; De Villiers, 2021), as well as subject knowledge (Gonzalez-Perez & Ramirez-Montoya, 2022; Khayati & Ariail, 2020). With these decisions, changes have been made in the course content and the collaborative projects were introduced (Yuen et al. 2022), while industry speakers are also invited to fill the gap between academia and industry on education and demonstrate the educator's care for employability and life-long education.

Decisions driven by Pedagogical Integrative Practices

Pedagogical integrative practices guide students to make decisions in the selection of instructional practices that are aimed at 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 (Bakhru, 2018), and the educator's structured learning experiences. These choices involve active learning, technology to do the "flipping", and inclusion of interrelated themes. This also depends on the perspectives of the students on synchronous and asynchronous delivery of course because educators are to be taken cognizant of the preferences of the students in pedagogy and institutional contexts (Sharma & Agarwal, 2022). This involves responsive, evidence-guided practices and engaging classrooms that get students ready for their journeys in life



The proposed ADO Framework for defining the basic competencies to be taught in Management Education is depicted in figure 4.

This part of the ADO is the result area of decisions made by students, teachers and instruction dimensions with the benefit being what is achieved by a competency-based approach to education.

Student-Focused Outcomes

The competencies for teachers have a prominent effect on their student's growth and development (Barends, 2022). Emotionally intelligent teachers can use their ability to add an emotional layer to their teaching, promote psychological safety for students (Avelar et al., 2025), and enhance communication and rapport. The inclusive teaching practices and curriculum enhance their cultural awareness and sensitivity towards the environment (Bakhru (2018), Maheshkar (2024)). Adaptive strategies (Siddiqui and Lento, 2020) promote self-regulation (Simendinger et al., 2017) which is essential for lifelong learning (Grobler, 2025). This has determined academic and socially conscious professionals.

Teacher-Focused Outcomes

The so prescribed ADO framework facilitates the teaching profession as its role is in teaching. By their engagement with domain knowledge, they develop their domain 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 skills support the network and collaboration of teachers and students (Hernández-López et al., 2016). The training interventions that include the aspect of professional development are known to help gain satisfaction for employees and support the effective change process (Dhoundiyal & Mathur, 2022) that underscores the need for proper developmental programmes for educators in an organised manner. Teachers also can take additional steps to incorporate current business/career information into their lesson plan and encourage the students to become career-oriented. This has enhanced PD with teachers as innovative lifelong learners.

Instruction-Focused Outcomes

Instructional design is about change by means of competency-driven decision-making (Mitchell and Rich, 2020). Student-centered teaching strategies transfer focus of attention to the student as the teacher adopts reflective assessment to gauge students' learning. (Alfraih & Alanezi, 2016). Co-curricular assimilation and technology cause these shifts and more engagement. To ensure that the school continues to have the kind of interdisciplinary learning, educators need to integrate more holistic views on outcomes (MacMillan, 2025; Pimpa, 2024; Sheikh et al., 2023). This produces an outcome that can be a transformative space where critical thinking and ability for complex issues can be nurtured.

5. FINDINGS

Findings from this study can give educators, institutes and policy makers an instrument for self-assessment, for their professional development, and for reflective practice. The ADO framework provides a structured approach to assessing educators' skill sets across a number of relevant areas: adaptability, emotional intelligence, learning, teaching effectiveness in the classroom and content delivery and assessment. Using this approach could help teachers take a more individualized PD approach in alignment with the skills map and growth areas identified in these tiers. Furthermore, there are common competencies that are covered such as communication skills, use of new teaching methods and educational technology, which are new expectations in the modern classroom. Instead, teachers will be encouraged to not only stay current on their knowledge, but also implement innovative practices and teaching strategies that focus on the student. Last but not least – the ADO concept is the most responsible and evidence-based route to excellence in teaching and career progression.

6. DISCUSSION AND FUTURE RESEARCH AGENDA.

This framework guides future research on effective pedagogical practices and teacher factors within the context of math lessons using this framework and provides advice for effective reviews (Paul and Rialp-Criado, 2020).

6.1 Antecedents

Antecedents are the elements that influence teacher competence in education, which have a relationship with the history of social, educational and professional background of teachers. One of the leading research gaps identified was lack of adequate data for longitudinal research that might benefit in developing information related to dimensions of educator skills development and dimensions of student success. For purposes of measuring effectiveness in teaching within national systems, comparability of actions has to be established via cross-cultural comparisons. But technology does have an effect on teaching methods, where little research has been undertaken. Some interdisciplinary competencies are not defined, for example with regard to integrated models.

6.2 Decisions

The ADO model is focused on the resolution of decisions to enhance teachers' effectiveness, and the construction of instruments for measuring the competency, which is not universal across contexts. A central theme is also adaptive teaching strategies, with the test of dynamic models for various student needs being tested. Career

pathways have not been well-established and have no clear connection to progression planning despite progress to build some competencies for career stages.

6.3 Outcomes

The outcomes are statements that describe the measurable impacts of competencies on teaching and learning. The research directions have implications for both the antecedents and outcomes. There are benefits for students in being job ready and relevance in their curricula when industry interacts with academia (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

The elements of the ADO framework and its 53 identified related factors are shown to have an impact on educators and schools and management institutions in the 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 (strengths and areas for development) framework enables self-assessment and development by helping identify strengths and areas for development. It encourages skills like communication, innovative teaching and use of Educational Technologies, according to current classroom demands. This makes teachers feel motivated to acquire more knowledge and apply classroom-based student-focused teaching methods. Promotes teachers to become classroom leaders and digital educators while connecting award for student achievement to teacher performance (Menon & Suresh, 2021). The ADO model will facilitate institutions to be better equipped to sustain competency-based accountability and institutional growth; it will strengthen institutions' readiness.

8. CONCLUSION

The aim of this study is to understand and consolidate the basics of good ADO educators. This study indicated through literature review and consolidation of 53 key antecedents, that the assessment of teaching effectiveness was a complex phenomenon because of its precedence on categories including subject knowledge, pedagogical skills, personal characteristics and education outcomes. ADO is a teacher, institution, and policy makers model to help align development, assessment and curriculum planning with recognized competencies. This research has limitations secondary data but can serve as a foundation for future research. This study adds to the discussion of management education, while offering scientifically-based improvement of the management education process..

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