

Contextualization in Management Research, Education, and Practice



**Management Faculty of Color
Association (MFCA)**

15th Annual Conference

June 21 – 23, 2018

**University of West Indies – Cave Hill
(Barbados) Campus**

Call for Papers, Symposia, PDWs, & Reviewers

Most theories in the field of management emerge from North America and Western Europe, collectively viewed by many as the “Western World.” These theories are written by scholars affiliated with Western academic institutions and based on Western subjects or observations. As management faculty of color who may be engaging in research on the African continent, in Latin America, in the Caribbean region, and other geographic areas, we must ask ourselves if the assumptions of a given theory hold true in the focal context. Similarly, many examples and cases used in management education are based on companies headquartered in Western countries. And, the largest repositories of instructional cases are housed at Western academic institutions. However, as management faculty of color who may be either teaching at Western universities with diverse students with familial ties to non-Western areas or serving as visiting lecturers at universities outside of North America or Western Europe, we may face challenges engaging students in assignments based on companies operating primarily in a Western context.

Since the 1980s as research domains and companies became more international, there have been calls for more contextualization in management research. According to Rousseau and Fried (2001: 6), “contextualization is a way of approaching research where knowledge of the settings to be studied is brought to bear in design and implementation decisions. This can occur at all stages of the research process, from conceptualization to writing the research article.”¹ Similarly, Egri (2013) highlighted the importance of considering context in management education.² These and other works generate a range of questions for management scholars. Are theories, methodologies, research results, or case lessons based in a Western context transferrable or generalizable to non-Western contexts? As researchers, do we start with existing theories and determine if/how macro-level factors or indigenous management practices in non-Western contexts may call into question theoretical assumptions based mainly of Western observations? Or alternatively, should we seek to develop entirely new theories based on practices and conditions observed in non-Western contexts? As educators, do we limit the learning opportunities along with engagement of our students in both Western and non-Western contexts, and especially those of color, when we only teach them from Western sources? Or are non-Western students better served by learning the same content that their mainstream Western counterparts are being taught? What difference would it make in the academy if non-Western theories, research results, or cases became more commonly used? Would this affect business practice? Would it impact society?

¹ Rousseau, D. M., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of Organizational Behavior*, 22(1), 1-13.

² Egri, C. P. (2013). From the editors: Context matters in management education scholarship. *Academy of Management Learning & Education*, 12(2), 155-157.

Please join MFCA as we explore these and other questions during our 2018 Annual Conference themed “*Contextualization in Management Research, Education, and Practice.*” For the second time in our history, **this year’s conference will be held** outside of the United States **at the University of West Indies Cave Hill Campus in Barbados on June 21-23, 2018.** We suggest that individuals arrive in Barbados on Wednesday, June 20th. All sessions, which will begin on Thursday morning and end Saturday at noon, will be at held on campus. We have **negotiated at discounted nightly room rate at the Radisson Aquatica Resort (<https://www.radisson.com/st-michael-hotel-bb/brbbbs>) of \$126 (island view) and \$135 (ocean view) plus tax of 17.5%.** The code will be posted on our website and facebook page along with a link to register for the conference registration by May 7th. We are planning to provide transportation between the hotel and campus several times a day. The **conference registration fee is \$125 for MFCA members and \$175 for non-MFCA members (includes one-year membership).** Rates for guests will be available during the conference registration process.

SUBMISSIONS

We invite you to submit papers and to propose symposia/professional development workshops (PDWs) on any management related topic as **All Submissions Matter**. However, we are keenly interested in papers, symposia, and/or PDWs related to the theme, “*Contextualization in Management Research, Education, and Practice.*” Additional suggested topics/ideas, especially for symposia and PDWs, include, but are **not limited** to:

- Creating an interdisciplinary network of research collaborators
- Preparing for tenure and promotion
- Transitioning from academic to administrative or consulting positions
- Using service learning to connect students and the community
- Creating a climate, through the use of technology, where students are able to think beyond textbooks, identify challenges and provide actionable solutions
- Learning effective grant writing
- Managing priorities and trade-offs between the Big 3 - research, teaching and service
- Increasing diversity & inclusion of students, faculty and staff at our universities

The desire to enhance scholarship on contextualization invites a broad spectrum of theoretical perspectives, methods and applications. Some research-oriented questions to ponder regarding “*Contextualization in Management Research, Education, and Practice*” include:

- How can the consideration of context help to enhance research in a given management area such as entrepreneurship, international management or organizational behavior?
- What factors enhance an organization’s ability to understand meaningful differences across contexts in ways that influence their decision-making process?
- To what extent does operating in different contexts elicit different organizational strategies? How does the contextual background of the organization influence its strategies?
- What attributes of a given non-Western context are the source of differences that may call into question the generalizability of existing theory or create boundary conditions for existing theory?
- What indigenous concepts such as guanxi and ubuntu exist in emerging/developing countries that are not adequately reflected in traditional Western theories? How might considering such concepts improve our understanding of management practices in developing markets and contribute to theory building that enhances management research?
- Do macro-level factors such as history of colonialism, presence of FDI, and institutional logics affect the gap between Western and non-Western management practice? If so, when and how?
- Do individual-level factors such as receiving a Western education or having worked for a Western firm help to narrow the effects of contextual differences?
- How might contextual differences influence individual-level cognitions and behaviors or firm-level attributes such as pay structures, personnel decisions and organizational cultures?
- Are there downsides of conducting contextualized research to generate new theoretical insights? How can we enhance our research design to minimize the potential limitations of such research?

We encourage you to submit papers (in various stages of development), PDWs or special topics/symposia sessions to this year's conference regardless of the topical area. Also, we recognize the value of a diverse group of scholars which includes researchers and practitioners from management and related disciplines with similar or different perspectives and approaches. If you are a doctoral student and would like to compete for the travel award, please indicate "Doctoral Student" in the subject line of the email and on the title page (page 1) of the submission. All submissions will undergo blind review. **Email submissions to: kellis15@fau.edu. The deadline for all submissions is April 30, 2018.** Early submissions are encouraged and will be reviewed as received. Notification will be provided to authors no later than May 7, 2018.

SUBMISSION TYPES AND REQUIREMENTS

Traditional Papers – A maximum of two papers (either type) may be submitted per author. Traditional papers should not exceed 25 pages, including references, tables, figures, etc. Also, papers should be double-spaced with one-inch margins on all sides; page numbers should be shown as a footer on all pages. Submit traditional papers according to these additional guidelines:

- Page 1: Title, author(s) with full contact information. Indicate contact author if there are several authors.
- Page 2: Title and abstract (100-150 words)

Developmental Papers – A maximum of two papers (either type) may be submitted per author. Extended abstracts should be between 6 and 10 pages of text, double-spaced with one-inch margins on all sides; page numbers should be shown as a footer on all pages. Be sure to (1) explain the project; (2) discuss the intended theoretical contribution; (3) describe the research design and empirical approach; and (4) provide the current status of the project. Submit development papers according to these additional guidelines:

- Page 1: Title, author(s) with full contact information. Indicate contact author if there are several authors.

Special Topics/Symposia Sessions – A maximum of two special topics sessions may be submitted per author. Special topic sessions include symposiums and panel sessions where multiple speakers will discuss a common theme. Special topic/Symposia sessions should be single-spaced with one-inch margins on all sides; page numbers should be shown as a footer on all pages. The session should include at least two or three (2-3) presenters and a facilitator. Submit special topic sessions according to these additional guidelines:

- Page 1: Session title, presentation titles, facilitator, and full contact information for all participants.
- Page 2: Description of session and rationale.
- Pages 3-5: 500-word or less summary of each presentation.

Professional Development Workshops (PDWs) – PDWs provide opportunities to share knowledge/expertise on specific topics of your choice in an interactive and provocative manner while contributing to the professional development of our members. While PDW topics need not address the conference theme, they should be of interest to our members. Please submit proposals for PDWs according to these guidelines:

- Page 1: Title of the proposed workshop and full contact information for all organizers
- Page 2: Abstract of the workshop (up to 250 words)
- Pages 3-5: Overview of the workshop to include an explanation of why it would be of interest to MFCA members, a description of the format/agenda for the workshop, and a summary of the primary learning experience(s) to be attained by the participants.

Style – In addition to the aforementioned requirements for all submissions, all papers must follow the current style of the American Psychological Association (APA).

Doctoral Student Submissions – Management doctoral students who have completed comprehensive exams and are ABD may submit a paper (not a symposium/special topic or PDW) to compete for up to two **\$500 travel awards** to present their paper during the MFCFA conference. The award will be given based on best papers as determined by the reviewers. To be eligible for the award, the doctoral student must be the sole author on the paper or have only other students as co-authors. In the case of co-authored student papers, only one student per paper will be eligible for the travel award.

Reviewers – We are seeking reviewers to assist in the peer review process. As the reviewer load is usually 1-2 papers, this is a great opportunity to make a contribution to a professional association without being overwhelmed. We also provide documentation to share your service as a reviewer with your institution. If you are interested in serving as a reviewer, please contact kellis15@fau.edu.