Imagination, distinctiveness, and thought-provocation

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We are delighted to be celebrating our first year as Editors-in-Chief of *Management Learning*. We began our year with an editorial in which we stated our aim as 'Continuing to be different'—continuing to publish imaginative, distinctive, and thought-provoking work (Cunliffe and Sadler-Smith, 2010). Indeed, in a climate of quantification and metrification in all its various forms, we are proud to be upholders of a philosophy which actively encourages scholars to challenge the mainstream. We are proud that *Management Learning* is one of very few journals that provides space for bringing to bear different, and sometimes radical, philosophical perspectives and theoretical lenses in questioning the taken-for-granted practices and pedagogies in organizations and in management learning and education.

A sample of articles from 2010 demonstrates the diversity and pluralism which *Management Learning* embraces, from existential reflexivity (Segal, 2010), Lacanian theorizing (Vidaillet and Vignon, 2010), to cognitive science (Casey and Goldman, 2010). Halliday and Johnsson (2010) brought a MacIntyrian perspective to organizational learning, arguing that consideration of MacIntyre's views on practices, virtues, and practical reasoning can lead to a radicalization of organizational learning and management, while Syed, Mingers and Murray (2010) advanced critical realism as a way to go beyond the rigour/relevance divide and encourage critical reflection in research and business education. Such diversity testifies to the richness and innovative nature of the field of management and organizational learning.

Management Learning publishes both theoretical and empirical work. In so far as the latter was concerned, 2010 saw a number of thought-provoking studies including Banerjee and Tedmanson's (2010) work with indigenous community leaders in Australia on the barriers to economic development, while Simpson, Sturges, and Weight's (2010) study of Chinese students on UK MBA programmes drew attention to the MBA as an ambiguous, uncomfortable, and potentially-creative liminal space. In addition to interviews and observations, our authors have used less traditional methodologies including auto-ethnography (Kempster and Stewart, 2010) and *rengas* (Gabriel and Connell, 2010) to generate reflection and learning.

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The diverse interests of our authors are also reflected in the range of topics and contexts: coaching, strategic thinking, organizational oblivion, storytelling, power, situated learning, practice-based studies, and leadership—in health care, for-profit organizations, business schools and restaurants—all typical of the imaginative, distinctive, and thought-provoking work which, as editors, we welcome.

Other highlights of the year include:

1. Impact factor: our goal to continue to publish the highest-quality scholarly work of interest and relevance is reflected in our impact factor. In 2009, our two-year impact factor was 1.133, and our five-year impact factor leapt from 1.487 to 2.056! We believe this is not only linked to the excellent work of our authors, but also to our editorial team's push to further internationalize the journal, and to the introduction of SAGE's OnlineFirst system;

2. Internationalization: in 2010, our authors came from: Australia, Denmark, France, Germany, Italy, New Zealand, Norway, Poland, Sweden, the UK, and the USA. Our aim is to expand our reach, particularly in Asia and South America. Craig Prichard, Associate Editor, has been working with Asia-Pacific scholars to promote the journal and to encourage quality submissions from this region. In May 2011, *Management Learning* is connecting with the International Conference on Management Learning and Business Technology Education in Taiwan. We also plan to reach out to management and organization learning scholars in South America.

3. OnlineFirst: this system allows accepted articles to be published online prior to publication in the hard copy of the journal. This not only gives timely access to current work, but also means that papers can be quickly disseminated in a way that accelerates the impact that authors' work can have. As Anderson and Sun (2010) say in their citation context study, while citation counts are clearly problematic, they are still used to establish the reputations of journals and individuals.

4. Upcoming Special Issues: in addition to our ongoing links with the Organizational Learning, Knowledge and Capabilities (OLKC) Conference and the special issues currently in process, we have Calls for Papers for the following special issues:

   - Management Practicing and Knowing: Dialogues of Theory and Practice;
   - Wisdom and Learning;
   - Critical and Alternative Approaches to Leadership Learning and Development.

5. Reviewer keywords: on a practical note we have updated our list of keywords to help make at least part of our Reviewer's task easier!

We want to thank our dedicated Associate Editors, Dr Craig Prichard (Massey University, New Zealand) and Dr Davide Nicolini (Warwick University, UK) for their ongoing work for the journal, which includes promoting *Management Learning* at a number of conferences; Dr Carole Elliot (Lancaster University, UK) who does a sterling job as Book Reviews Editor; and Sarah Gundry our Editorial Assistant who keeps the editorial team on-track. Thanks also to Kerry Barner at Sage for her continued support of the journal, and to Jess Powell in maintaining the highest standards of production.

Finally, the success of *Management Learning* is heavily dependent on the exceptional work of our International Editorial Board (IEB) in promoting the journal, and the dedication of our

reviewers whose constructive and thoughtful reviews contribute greatly to the quality of work that we publish. We end our editorial for this year with our sincere thanks to our reviewers, the IEB, and all our contributing authors who together continue to build the high quality of scholarship published in *Management Learning*.

We are pleased to report that the *Management Learning* award of 'Reviewer of the Year 2010' goes to Professor Robin Holt (University of Liverpool) for the excellent reviewing work he has carried out on behalf of the editorial team.

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