

CALL FOR PAPERS - OLKC 2022

We are delighted to announce the Call for Papers for the Organisational Learning, Knowledge and Capabilities, **OLKC 2022** conference, **September 7 – 9**. The overall theme is “*Learning future workforce capabilities for global sustainability*”. Conference is now open at the website: www.hv.se/en/olkc

Venue: University West, www.hv.se in Trollhättan, Sweden, www.trollhattan.se

KEY DATES

April 10. 2022	Deadline to submit extended abstracts to general and thematic tracks
April 17. 2022	Deadline to submit extended abstracts to Doctoral students’ Day
June 19. 2022	Notification of acceptance
August 14. 2022	Deadline to submit full papers
September 7 - 9. 2022	Conference

KEYNOTE SPEAKERS

Margunn Aanestad, Professor of Information Systems at the University of Agder, Norway and an affiliated Professor at the Department of Informatics at the University of Oslo, Norway, www.uia.no/en/kk/profile/margunna

Clay Spinuzzi, Professor of Rhetoric and Writing at the University of Texas at Austin, US, liberalarts.utexas.edu/rhetoric/faculty/spinuzzi

CONFERENCE STRUCTURE

In line with the OLKC theme “**Learning future workforce capabilities for global sustainability**”, the conference presents different tracks: One General track, three Thematic tracks as well as a Doctoral students’ Day.

The General track invites submissions broadly concerned with questions of organisational learning, knowledge, innovation, and the capabilities that organisations foster or require for approaching these. “Learning future workforce capabilities for global sustainability” is the general track of OLKC 2022 – covering diverse practices, organisations, people and disciplines.

Learning how to thrive in the new landscape of work and professional contexts, where digitalization and sustainability are two main driving challenges for contemporary organisations, becomes vital. To create conditions and opportunities for innovative approaches of integrating learning aspects in work contexts nowadays also needs to be set in the perspective of sustainability in all three dimensions (e.g. ecologic, economic and social sustainability). Organisations’ ability to support a sustainable development of both human and technical capabilities will be the outstanding success. How values and efforts regarding employees’ learning capabilities are taken into account when designing and managing the organisation’s financial and technical resources will be of special interest. The new UN Report from May 2021 tells us that it is not too late to make a difference. It calls for a transformative change, a fundamental, system-wide reorganisation across technological, economic and social factors, including paradigms, goals and values, but “only if we start now at every level from local to global” (IPBES Chair, Sir Robert Watson).

Knowledge, learning and continuous development of workforce competencies are of vital importance for a sustainable society. This implies not only knowledge management, together with a critical reflection in action but also commitment and participation in cross-sector and inter-organisational actions. A constantly changing society requires organisations to explore and implement new ways of learning and working. For example, demographic development is a major challenge for the healthcare sector, and the artificial technologies are posing challenges for human empowerment and judgement in the industrial sector and in the society as a whole.

Organisations face complex problems that require new information, knowledge, and competences to make informed decisions where the outcomes are not known in advance. To support this, organisations are increasingly governed by means of technology, or other types of digital infrastructures or algorithmic logics. People in organisations are constantly confronted with new and different challenges, requiring learning of new practices, adaption of new strategies and technologies, but also a readiness to leave behind old ways of organising and working.

In order to stay competitive in the third decade of 21st century and to be a pioneer for building future organisational capabilities, it requires courage, confidence, and trust. Hence, learning is an equally important aspect from a management perspective. Managers or owners are also facing the need to critically analyse their existing ways of working and learning, and this will require to reskill and/or upskill themselves and the workforce through establishing a supportive and sustainable learning environment. To deepen the understanding of why and how the enhancement of learning opportunities and conditions for future work is critical to have the organisational workforce ready for acting competently. Hence, studies of how approaches to learn about future workforce capabilities can be developed and managed will be welcomed.

Our proposed general track hopes to encourage scholars and practitioners to share their findings and insights and we particularly will stimulate collaboration and joint research projects, where new forms of learning, reflection as well as societal and practical impact are being created. It is an interdisciplinary research effort trying to bridge the gap between different sciences and disciplines. The basic ambition is to generate knowledge about the conditions, processes and outcomes prevailing in education and organisations, both individually and collectively, intra- and inter-professionally, for the purpose of promoting learning as a key part of future organisational research agendas.

Thematic tracks invite contributions that focus on a specific aspect within the field of organisational learning, to survey and build the community, as well as to share latest thinking around questions related to the track. For OLKC 2022, we are excited to invite contributions to the following three thematic tracks (short versions):

1. Perspectives on collaboration for sustainable organisational learning

Complete description on www.hv.se/en/olkc

This thematic track is dedicated to advance current understanding of collaboration, organisational learning, and sustainability covering diverse practices, organisations, people and disciplines. There is a continuous need for organisational learning, innovation, and development in response to contemporary societal challenges on local, regional, national, and global scales in the digital era. To deal with complex issues, learning and collaboration are vital in all sectors of society in order to include various perspectives and competences across organisational borders

Chairs: Assistant Professor *Irene Bernhard* and Associate Professor *Anna Karin Olsson*, University West, Sweden.

2. Collaborative approaches to work-integrated learning

Complete description on www.hv.se/en/olkc

This track is about work-integrated learning (WIL), which can be seen as a collective concept encapsulating a variety of different approaches in understanding learning. Theoretical and practical knowledge and experiences are integrated and linked in workplaces as well as in educational contexts. As working life has become increasingly complex, everchanging, and unpredictable, workers face new and growing demands to engage in continuous learning, training activities and formal education. This development is reflected in a renewed academic interest and learning at work.

Chairs: Professor *Lars Walter*, Associate Professor *Maria Spante* and Professor *Ann Svensson*, University West, Sweden.

3. Learning and organizing for digital transformation

Complete description on: www.hv.se/en/olkc

In this track, we invite empirical and theoretical papers exploring perspectives on learning and organising for digital transformation. The digital transformation demands new qualities and competencies of professionals, and changes in norms, cultures, as well as organisational support and leadership. It forces organisations and management to provide conditions for competence development and learning, and this will have fundamental implications in all parts of the working life and society in general.

Chairs: Professor *Ulrika Lundh Snis* and Assistant Professor *Helena Vallo Hult*, University West, Sweden.

DOCTORAL STUDENTS' DAY – SEPTEMBER 7

This track is addressed to *doctoral students* and the overall objective is to discuss topics related to the general theme of the OLKC conference. We aim for a *sharing and caring* culture where senior scholars from our research community meet and support doctoral students in an informal and constructive format. Thematic groups will be formed according to the responses received to this call.

The doctoral student day is open to all research themes and methodological approaches that has become common practice in research related to OLKC community. A fundamental question to discuss is: How can we create new knowledge that drives sustainable societal impact? In our Doctoral students' Day we will try to approach this question by means of an interactive discourse among young and senior researchers from all over the world. We want to develop knowledge about new phenomena that are under study of current doctoral students.

We welcome both quantitative approaches (that may include a well-equipped box of quantitative tools and instruments) as well as qualitative methodologies (that may include case-study methodologies, critical analysis, and hermeneutics). All of these can be valid approaches. None of them tells the whole story on their own so, we appreciate to have a mix of approaches represented in order to position organisational learning and knowledge capabilities in a holistic, relevant and rigorous context.

Doctoral students are invited to submit an extended abstract in line with the general guidelines in the call for papers. Some proposed paragraphs to be included are *research topic, motivation, research questions/aim, context and methods, theoretical and methodological perspectives, results and type of contributions and implications so far (if any), societal impact and relevance*. The doctoral students are encouraged to try to put focus on explaining why you have chosen your research questions, methods, theory etc. The submission should also include *contact information for the main supervisor*.

Senior OLKC Scholars organising the Doctoral students' Day: Professor *Lars Svensson*, University West, Sweden, and Professor *Carsten Sørensen*, London School of Economics, London, Great Britain.

SUBMISSION GUIDELINES

Extended abstract Submission Deadline: April 10. 2022

Extended abstract Submission Deadline – Doctoral students' Day: April 17, 2022

Extended abstract: minimum 500 words, maximum 700 words, excluding references. The extended abstract should include: title of the extended abstract, selected thematic track or general track, keywords, name(s) and academic title of the author(s), affiliation(s), complete mail address(es), email address(es) **and corresponding author**.

Email submission: The extended abstract should be sent by email to: olkc2022@hv.se

Submit the abstract using the Word 2010 version of Microsoft, or later version. We suggest naming your file "Presenters Name_OLKC2022.docx" to avoid confusion between abstracts.

Results of the review process will be communicated to authors by approximately June 19. 2022

Submission Deadline for Complete Papers accepted for presentation (in Word 2013 or later version): August 14, 2022. Guidelines for complete papers will be announced.

PUBLICATION

The conference organisers are happy to announce that a Special Issue in Journal of Workplace Learning will be published. Furthermore, there are plans for a Special Issue in another scientific journal. Information on plans for publication will be further updated.

CONFERENCE ORGANISATION

Conference Chair: Professor Ann Svensson, ann.svensson@hv.se, University West, Sweden.

Program Chairs: Professor Ulrika Lundh Snis, ulrika.snis@hv.se Professor Ann Svensson, ann.svensson@hv.se, and Assistant Professor Irene Bernhard, irene.bernhard@hv.se, University West, Sweden.

Organizing Chair: Assistant Professor Irene Bernhard, irene.bernhard@hv.se, University West, Sweden

For more information, see: www.hv.se/en/olkc, and www.olkc.org

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