



Call for Chapters

“Wisdom Learning”

Perspectives on ‘Wising-up’ Management Education

As part of the book series on *Practical Wisdom Leadership, Organization and Integral Business Practice* <http://www.gowerpublishing.com/isbn/9781409439936> the following proposal invites contributions for a book that addresses the growing significance of wisdom in management education and learning in organisations.

In the recent decade, leadership and organizational studies have initiated important changes in the way in which business-as-usual is conducted. In response to the increasingly complex and uncertain conditions of our international business environment, a growing community of scholar-practitioners’ are pushing the boundaries of traditional organizational, and leadership thinking and acting, making inroads into processes and applications of practical wisdom and ways of wise leading and managing that we believe are a significant development.

In traditional business circles, wisdom is viewed with a certain skepticism, which is in part due to its historical associations with the world wisdom traditions and spiritual cultures. However, in today’s business culture wisdom is emerging not only as a viable, but a necessary organizational and management practice. In particular, practical wisdom is being updated and re-translated for today’s issues and concerns in organisations, stakeholders and beyond.

Given the unprecedented levels of challenges, dynamics and uncertainties that today’s organizations are exposed to, there is a need for a more integrative and sustainable approach to managing and its education and learning. Following the need for a re-consideration and revival of the meaning of wisdom, this book project explores vitalizing possibilities for a learning of wise practices in organizing and leading.

Wisdom (i.e., *phronesis*) has been revisited in recent years from western psychologists, philosophers and critical social theorists as well as educationalist, organisational and management researchers and practitioners. More specifically, wisdom has been addressed in relation to various organizational and leadership areas and concerns, including business ethics, strategy, knowledge management, organizational development and learning as well as management and organizational education. This has given rise to organizational and leadership scholars identifying and exploring the potential relevance of wisdom for existing streams of research related to wisdom-related forms of learning and educational practices. Related fields include embodiment; emotion; sense-making; imagination and creativity; decision-making; ethical leadership; organizational culture; spirituality; strategy practices; and organizational aesthetics.

This expansive range of domains where wisdom is currently being explored suggests a promising number of perspectives and possibilities for future inquiries and explorations into the nexus of wisdom and organisation, leadership/management education and learning that benefit especially from cross-disciplinary synergies.

Moreover, though discourses about epistemologies in social science in general and organisation and management studies in particular have shifted from data to information to knowledge management, latent assumptions about the individual, the individual mind, rationality, and agency as well as a rational, purpose-driven and outcome-focused orientations continue to hold sway. For different reasons, this conventional orientation has had a constraining influence on the development of a wisdom-oriented understanding of the body, affects, perceptions, emotions, social realities and actions as well their interrelations.

As a response to this need, this book will attempt to incorporate these dimensions by inviting scholars and practitioner working in the aforementioned and related domains to engage in critical dialogue with their current empirical and/or analytic findings, questions, frameworks and models. Our view is that this living discourse will not only advance current inquiry on the subject, but also motivate present and future research initiatives that relate practical wisdom to learning and education in organizations and leadership.

We invite for elaborations that relate to the following questions and issues:

Approaches to Wisdom Learning

- What are the ontological, epistemological and methodological assumptions or underpinnings that are needed to ground and apply a (meta)-theory of wisdom learning in organizations?
- To what extent can wisdom learning be theorised as an individual, collective and/or (inter-) relational phenomenon in organizations and management?
- How can a more integrative understanding of wisdom learning be developed and enacted within and by employees, leaders, teams and entire organizations and stakeholders in their interrelationship?
- Of the existing philosophical and psychological conceptualizations of wisdom (i.e., traits, dispositions, capabilities, competences, processes of creative enactment), how might these concepts support or extend current organizational research on learning and education?
- What innovative social science perspectives and approaches seem most suited to inquiry into wisdom-learning? Are there particular art-based approaches, integral or process philosophies that could help further exploring these issues methodologically?

Values and Wisdom Learning

- How are values and ethics underlying wisdom learning taken into account by individual and collective actors?
- To what extent can wisdom learning be associated with 'positive' phenomena such as appreciation, happiness, *eudaimonia* and/or well-being in organizations? What links exist to positive psychology?
 - How do forms of wise learning practice provide a medium for the pragmatics of every-day-life? This, while developing an art of living well, individually and collectively?
- Can the exercise of wisdom learning practices make organizations more prepared to deal with unexpected events and uncertainty? How does wisdom learning lead towards a more prudent and proactive orientation and contribute to a more responsible and sustainable way of organizing and managing?
- What would be the learning outcomes of a wisdom program in organizations and management pedagogies? How will the achievement of certain key outcomes be assessed?
- What insights can be learned about wisdom practice from non-Western and spiritual traditions and philosophies?

Knowledge and Wisdom Learning

- Can wisdom learning be theorised in more process-oriented ways that stress ongoing performance and be(com)ing, rather than static knowledge as a 'state of having'?
- How can wisdom learning contribute to the development of different ways of knowing about knowledge creation, sharing and implementation processes and outcomes in organizations? How might implicit and tacit knowing, and intuition or storytelling be related to or inform wisdom learning?
- How can implicit and tacit knowing be part of this learning?

Context/Conditions, practices and problem with Wisdom Learning

- How might the status of wisdom and its learning in organizations be transformed e.g., by the trends toward increased globalisation, uncertainty, complexity, technological advances, and the steep growth level and demand for data and information?
 - What role does transformative learning and its extensions play in relation to wisdom?
- In what sense does wisdom learning have temporal and spatial qualities? How does wisdom learning build over time and is it placed in relation to events in particular organisational contexts?
 - In what ways is wisdom learning practice manifest in specific situations and not in others? How should the dynamics of wisdom learning in organisations be described to optimally serve the processes involved?
- What are the relationships between wisdom learning and the material, bodily, emotional, socio-cultural and historical conditions in which it occurs? To what extent is wisdom co-constituted by a multiplicity of contingent factors and interplaying dimensions?
- To what extent does the cultivation of an ethos and learning of wisdom in the practices of organisations and their members, require an understanding that is embodied and performed as a presencing event?
- What management education and organizational learning processes facilitate the development and thriving of wisdom? What organizational interventions support the practice of wisdom learning and how can they be assessed and evaluated? On what grounds would someone be responsible to initiate the wisdom learning processes?
- What specific educational processes as well as institutional and HR-related requirements are needed for organizations, management and leaders to learn how to become wise?
- Are there specific forms of practice that appear to enable or preclude wisdom learning? In what domains can wisdom be "misused" or why is it sometimes seen as negative, counter-productive or irrelevant? What is the shadow side of wisdom learning?

- What are the implications of wisdom learning in institutionalised power relations? What are the conflicts, political issues and ramifications of the learning of wisdom?

Since wisdom and its learning are multi-dimensional and emerge from a synergistic interplay of different forms of knowledge, understanding, reflection, and creative thinking, this list of questions is incomplete. Thus we welcome authors to address further and related issues, quests, questions and quandaries that are of interest or are animating their work and research.

Furthermore, we invite submissions from diverse viewpoints and disciplinary backgrounds and cross-disciplinary work on any topic related to the study of wisdom learning in organizations. In deference to the plurality already existing in organizational research on wisdom (learning), we welcome a variety of methodological investigations, particularly inter- and transdisciplinary or meta-analytic approaches. We invite especially empirical contributions related to wisdom in the context of learning or management education with regard to organizational life-worlds.

It is our hope that this book will give voice to current wisdom perspectives that are oriented by different disciplines in the interest in exploring critical avenues for new theory development and practice to help grow a fundamentally different kind of organization in the current context of an increasingly globalized world.

Our intention here is also to raise further awareness of and possibilities for the applicability of wisdom learning not only in academic circles, but also in business and social communities.

Finally, it is our hope that this book demonstrates how the emerging wisdom turn in management/leadership education and organisations is informing, enriching, and opening up for more integral and relevant ways of thinking, enacting and being.

SUBMISSION Details

Deadline(s)

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| Abstract/Proposals, | 15.02. 2015 |
| Acceptance and feedback | 15.03. 2015 |
| Full Paper Submission | 15.06. 2015 |
| Feedback | 15.08. 2015 |
| Resubmission | 15.11. 2015 |
| Final Round & Proofs | 15.12. 2015 |
| Publication | beginning 2016 |

It is important to note that this book will be peer-reviewed and, though we would like to include everyone's voice, we will not be able to accept all chapter submissions due to publishing limitations and constraints.

We look forward to your abstract or proposal!

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