

## **QUARTERLY NEWSLETTER**

### **MARCH 2019**

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# Connect@AOM - We have exciting news to share!

In our fast-paced digital world, Academy of Management members count on the ability to interact with one another in a virtual environment. People within the Academy centrally and within the Divisions have worked hard to find ways to help our members connect to one another more frequently and more meaningfully throughout the year, outside of the annual meeting. However, traditional tools like listservs and static websites are no longer meeting expectations with regard to dynamic member interaction, and the desire for improved networking and collaboration remains an expressed need among our members.

In response to this growing need, the AOM is implementing a brand-new online community, "Connect@AOM," which provides a more robust interactive experience for our members than our current technology offers. We are pleased to announce that starting in April 2019 CMS members will have access to this new member benefit!

Connect@AOM helps us meet several aspirational goals for improved member service including:

- **SINGLE SIGN-ON CONNECTION**

Connect@AOM is seamlessly integrated with AOM membership data. This means that members are automatically included in their various division and interest group communities – no additional subscription required!

- **ENHANCED MEMBER ENGAGEMENT** - With the adoption of Connect@AOM, existing listserv technology will be upgraded to use the

"Discussions" feature on the community platform. Member engagement is facilitated through threaded conversations which may be delivered in a Daily Digest directly to your email inbox. However, unlike flat, text-only listservs, members can upload videos, attachments and embed HTML graphics into conversations, enhancing communications and the member experience.

- **CREATING A KNOWLEDGE-SHARING RESOURCE**

– Each community has a centralized "Library" where members may upload and share different types of multimedia files, creating a valuable repository of documents and a robust knowledge base around specific topical categories. All of the shared files and resources can be searched and easily found based on defined tags or media type. Members can comment, engage and collaborate with one another around specific files and resources.

- **CENTRALIZED CALENDAR OF EVENTS**

– All members have the ability to contribute to a "Community Calendar" which can capture dates and deadlines for items such as Academy Annual Meeting deadlines, special community events, related calls for papers, conferences or workshops, and more. All events are aggregated in a single display, making the community a valuable one-stop resource for all of the important events and happenings in the community's domain.

In the meantime, as we approach our

launch date, here's what **our Website Editor Marie Hasbi** advises that you can do to be ready to participate:

- Log in to your AOM member profile – update your email address, add a bio and picture, and complete your professional profile to raise your visibility.
- Make sure your membership is up to date so you don't miss out on any announcements.

**This project needs volunteers!**

We also need to identify a group of volunteers willing to serve as Community Ambassadors. In order to be successful, we want to draw members to our new system with interesting and intriguing posts. Community Ambassadors will help us to plan the types and content of posts that will help us launch this new community. Once Connect@AOM launches, they can also lead by example of active participation on the new system to help promote member adoption and use of our new virtual discussion space.

If you want to be involved as ambassadors or moderators, please let us know so we can send your names to be added to the Division Roll out Community.

**Mark Learmonth, Division Chair,  
Durham University, UK**

# 2019 Best Critical Doctoral Dissertation/Thesis Award

Stephen Cummings, Division Chair Elect, Victoria University, New Zealand

Ajnes Prasad, Division Chair Elect, Royal Roads University, Canada; Tecnológico de Monterrey, Mexico

**W**ill you, or one of your doctoral students, have completed a doctoral dissertation/thesis in the period 1 April 2018 to 31 March 2019?

Does the dissertation/thesis fall within the scope of our Division's domain statement?

If you have answered YES to both of these questions, we want to hear from you.

The Division is inviting submissions for the 2019 Best Critical Doctoral Dissertation/Thesis Award, which is sponsored by the journal *Organization*. Submitters must have completed a critical Ph.D. dissertation/thesis in the period 1 April 2018 to 31 March 2019 and successfully completed the formal examination process required to pass, including a viva voce/defense and revisions, if applicable.

## WHAT IS 'CRITICAL'?

The CMS Division serves as a forum within the Academy of Management for the expression of views critical of established management ideologies and practices, the taken-for-granted social or economic orders surrounding organization and business, and mainstream management theorizing/ theories. Our premise is that structural features of contemporary society encourage organizations and their managers towards domination and exploitation. Driven by a shared desire to change this

situation, we aim in our research, teaching, and practice to develop critical interpretations of management and society and to generate radical alternatives.

Sample topics include, but are not limited to: critical analyses of discourses of management and management development; feminist critiques; critical assessments of emerging alternative forms of organization; critical epistemologies and methodologies; critical perspectives on business strategy; critical perspectives on class, gender, race, and sexuality; critical perspectives on globalization, entrepreneurship, technological innovation, e-working, management consulting practices; critical perspectives on the profit-imperative and the natural environment; critical theories of identity, affectivity, rationality, and subjectivity; critical theories of resistance to managerial authority; critical theories of the nature of managerial authority; critiques of managerialist theories of management and organization; critiques of political economy; postcolonial critiques of organizations and management. For more information about the Division see <http://cms.aom.org>.

## SUBMISSION PROCESS

Submissions must comprise four documents: 1) A title page and abstract with complete author identification and contact information. 2) An abridged version of the

dissertation without author identification, which will be sent to reviewers. This should include the title, abstract, and a summary of each chapter of the dissertation/thesis (max. 30 pages, double-spaced, 12 point font, including any charts, tables and references). 3) A one page signed supporting letter from the dissertation chair or lead supervisor to certify the completion date of the dissertation/thesis and recommend its submission for this award. 4) Details of everyone involved in the examination process (so that examiners can be excluded from the review process), along with the names and email addresses of four other scholars with expertise in the area of the doctorate, who may be appropriate as reviewers.

Submissions, which should be sent as PDF email attachments to the Division Chair Elects, Ajnes Prasad ([ajnes\\_prasad@yahoo.ca](mailto:ajnes_prasad@yahoo.ca)) AND Stephen Cummings ([stephen.cummings@vuw.ac.nz](mailto:stephen.cummings@vuw.ac.nz)), **must be received by 1 April 2019**. Submitters will be informed of the outcome by 31 May 2019. The award will be presented at the CMS Division business meeting at the Academy of Management Annual Meeting, 9-13 August 2019, Boston, Massachusetts, USA. The winner receives a prize sponsored by *Organization* and a two-year subscription to the journal provided by SAGE. Previous winners of the competition are featured here.

# Academy of Management Annual Meeting, 2019 Boston

## Update about Submissions

**P**rofessor Patrizia Zanoni and Professor Marcos Barros, Main Scholarly Program Co-Chairs, report that 151 papers were submitted to our Annual Meeting in Boston this year (up from 127 last year), and 11 symposia were submitted (the same as last year).

Dr. Fernanda Sauerbronn and Dr. Amon Barros, Professional Development Workshop Program Co-Chairs, report that they received 19 PDW submissions.

The Division appreciates the efforts with submissions.

The online program for the meeting can be accessed in May 2019.



*We are immensely grateful for 160 reviewers, including emergency reviewers, who signed up to make possible the review of the scholarly programme for our Division (up from 148 reviewers last year). The contributions to the Annual Meeting and to our scholarship would not be possible without you!*

# Spotlight on Jussara J. Pereira

PhD Student, Fundação Getulio Vargas de São Paulo  
Visiting Researcher, University of Victoria

**H**aving been invited to introduce myself and my research to the newsletter of CMS I accepted promptly. I would like to start by expressing thanks for the great opportunity given to me. I would like to thank our Division for providing a space for sharing research and experiences of PhD students in academia. I would also like to thank Dr. Amon Barros, my Brazilian supervisor, for guiding me in my research and academic career.

I am a Brazilian PhD student in Organizational Studies at the Fundação Getulio Vargas of São Paulo. In the beginning of my career as an undergraduate student, I had the opportunity to act as a young researcher. Scientific Initiation (Probic), Community Project (Proex), Discipline monitoring (Proativa) are some of the concepts in Brazilian scholarship that I have had the opportunity to research in the college period. Some titles of the research reports of scholarship are:

## Conference Report:

PROBIC-FAPEMIG: Des (naturalization) of leadership in management studies: a critical alternative to instrumental hegemony. Title in Portuguese, PROBIC-FAPEMIG: Des naturalização da liderança nos estudos de gestão: uma alternativa crítica à hegemonia instrumental.

## Abstract and poster in Conference:

PROEX-UFOP: Water, Women and Sustainability - Financial and Operational Management of the Sustainable Produc-

tion of Handmade Soap. Title in Portuguese, PRO-EX UFOP: Água, Mulheres e Sustentabilidade – Projeto Gestão Financeira e Operacional da Produção Sustentável de Sabão Artesanal

## Abstract and poster in Conference:

PRÓATIVA-UFOP: Learning to becoming a researcher: the use of dialectic methodology as a basis for the training of researchers in administration. Title in Portuguese, PRÓ-ATIVA UFOP: Aprendendo a ser pesquisador: o uso da metodologia dialética como base para formação de pesquisadores em administração.

## Abstract and poster in Conference:

PRÓATIVA-UFOP: Elaboration of Alternative Teaching Methodologies for the Discipline Strategic Planning. Title in Portuguese, PRÓ-ATIVA UFOP: Elaboração de Metodologias de Ensino Alternativas para a Disciplina Planejamento Estratégico

## Teacher's Assistant for Undergraduate Class:

Monitors of Organization Theory and Evolution of Administrative Thought. Title in Portuguese, Monitora de Teoria das Organizações e Evolução do Pensamento Administrativo

However, it was through participating in small groups of studies at the University that I got passionate about the research and academic career. Participating in a research group on the Critical Theory of the Frankfurt School (Observatorio CAFE), I had the opportunity to be in conferences with presentations on the Marxist tradition. I regard this mo-



ment crucial in my career. I acquired maturity by attending meetings and conferences to decide the epistemological view which is the closest to my political stance. Above all, maturity in the way I look at the world around me.

In my Master's Degree, I decided to explore volunteering as a management tool. Basically, I examined how organizations use the motivations for volunteering in order to maximize profit for themselves. The results showed that the International Olympic Committee (IOC) supported the idea that the Organizing Committee of Rio 2016 used the

volunteers in order to maximize profit for themselves and IOC in the Olympic Games Rio 2016. During the writing of my master's dissertation, I encountered many intriguing readings. They led me to reflections on capitalism's functions, like the more value produced in labor time and the accumulation and circulation of capital. Also, reflections on economic growth and influences of corporate presence on capitalist societies.

As a PhD student at Fundação Getúlio Vargas, I am researching the interactions between mining companies and local communities. I have a historical and reflexive approach about the impact of the mining company in the economy, culture and life of the local community. My study context is "Fundão Dam Collapse". On November 5, 2015, the Fundão Dam operated by Samarco collapsed. Samarco S.A is a privately owned company from the Brazilian mining sector. BHP Billiton and Vale S.A. control the company. The tailings dam failure caused damage to communities downstream from the dam, and a huge environmental catastrophe ensued. Furthermore, approximately 34 million cubic meters of mining tailings went into the River Doce (Brasil, 2016).

In the year 2018, I presented a paper about the narratives of "Fundao Dam Collapse" at the Laemos Conference in Buenos Aires, Argentina and had the opportunity to meet Dr. Diego Coraiola and Professor Roy Suddaby. From this contact came up the opportunity to be a visiting researcher at University of Victoria, Canada. In this paper, I observed

how the Samarco rhetorical history can be used as a linguistic instrument of power to influence the memories and stories constructed about the collapse. Through one foundation created to compensate the damages of the dam collapse, The Renova Foundation, the Samarco is exploiting resources such as history, memory and organisational forgetting to (re)construct the story of the dam collapse. The context of economic development in the region, extremely focused on the extractive industry, contributed to Samarco gaining a power position in Mariana city. The hegemonic economic groups give support to a neo-liberal and extractive political economy that still plays a key role in the national economy in Latin America. Therefore, the Samarco S.A is a dominant group of the social structure studied. It can reinterpret "The Mud History" (Samarco, 2016) ideologically investing in discourses and languages that can influence positions and reproduce structures of control and domination.

Many scandals and corporate disasters can aid Organizational Studies in the development of literature. Principally, when they consider the negative effects of the actions of a company on society, community and stakeholders. Banerjee (2008, p. 62) illustrates that "large transnational corporations responsible for major environmental disasters and negative social impacts in the Third World (Union Carbide, Nike, Exxon, Shell to name a few)" had the power to maintain their social licenses to operate and instead become stronger and more pow-

erful by restructuring their relationships with the public. Mena, Rintamäki, Fleming, & Spice (2016) recall some cases of corporate irresponsibility (HealthSouth and their accounting scandal, Nestlé and their infant formula in developing countries, the child labor scandal of Nike, fraudulent accounting practices by Enron, and others) to explain how "acts of corporate irresponsibility can be 'naturally' forgotten over time" (Mena et al., 2016, p. 720)

In my PhD thesis, I am trying to analyze how acts of corporate irresponsibility can affect the lives of local stakeholders (communities). Especially, the contact with the CMS Division brought me closer to the critical position regarding the anti-ethical management practices that can affect the social order. As an administrator and researcher, I would like to make management a more inclusive practice. Also, an administration which considers diversity, culture, society, economy, and above all human well-being, the right to life and dignity.

So, how can my PhD thesis support these aims? The economic context of my region is closely linked to the extractive industry. Reflecting and making considerations about the effects of irresponsible administrative actions is among the goals of my PhD dissertation. I intend to contribute socially and theoretically, as well as critiquing unethical, negligent management practices and total disregard for security and human rights.

Being in Latin America is to experience modern traits of colonization. In this way, observing our past is key to not

making the same mistakes in the future. However, what I observe is that we still continue to export our natural wealth without transforming it into welfare for our own.

Critical thinking is not an easy task and often can involve a PhD student feeling lonely on this difficult journey. However, searching for dialogue spaces, attending conferences, seminars, and research groups, are some of the activities that I advise for PhD students. The CMS division can support PhD students as a space for collegial dialogue between different generations of researchers. It can mobilize students, researchers and administrators in the quest for a more just society. Our society is full of contradictory events. The presence of organizations, companies and institutions is itself a contradictory event. If, on the one hand, they allow employability, access to leisure, culture, study and so on, on the other hand, it can also permit a rampant and unmeasured attitude towards profit. The CMS division helps researchers and society as it opposes progress that has an unacceptable social cost.

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# Division Elections 2019

Banu Özkazanç-Pan, Co-Chair of D&ITC, University of Massachusetts, Boston, USA  
Paul Donnelly, Co-Chair of D&ITC, Dublin Institute of Technology, Ireland



**F**ebruary last saw us reach out to the CMS community to seek nominations for the Division's upcoming elections, with nominations closing at the end of February itself. We received a good response and we are grateful to all who took the time to participate in the process.

The Nominations and Elections Committee—which comprises us (the Division's Past Co-Chairs), Mark Learmonth (the Division's Chair), and Ajnesh Prasad and Stephen Cummings (the Division's

Co-Chairs Elect)—will now review the nominations and finalise the slate of candidates for the election.

This year, the Division is looking to fill the Chair Track (2019-24) role. The role represents a 5-year commitment, starting as the Professional Development Workshop Chair (for the 2020 meeting), followed by Main Scholarly Program Chair (for the 2021 meeting), Division Chair Elect (for the 2022 meeting), Division Chair (for the 2023 meeting), and concluding as Past Di-

vision Chair (for the 2024 meeting). For a sense of what the role involves, please see [Thinking of leadership? The future of CMS is up to you!](#) from the October 2018 Newsletter.

Historically, CMS has seen very healthy participation in our annual elections, often surpassing Academy averages, and we very much hope this trend will continue. So, we encourage all members to participate in this year's election, which will take place between April 17<sup>th</sup> and May 17<sup>th</sup>...



## ***Empowering Methodologies in Management Research Conference*** ***The Open University, Milton Keynes, 29-30<sup>th</sup> May 2019***

We are pleased to share this exciting upcoming conference, co-organised by our former CMS Division Co-Chair, Professor Emma Bell



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This conference will explore possibilities for revitalising management and organisation studies by developing more empowering ways of doing research.

- Learn how creative, participatory, embodied methods can be used to empower research participants and researchers;
- Hear from researchers in management and organisation studies and other social science disciplines who have used empowering methods in their own research;
- Consider how empowering methods can enable reflection on the complexity of social life, and the ethical and political purposes that research serves.

### *Speakers:*

- **Nirmal Puwar**, Reader in Sociology and Director of the Methods Lab, Goldsmiths College, University of London '*Live Methods and the Sociological Imagination*'
- **Emily Keightley**, Prof of Media and Memory Studies, Loughborough University '*Creative Methods in Studying Memory and Change*'
- **Lauren McCarthy**, Lecturer in Management, Royal Holloway, University of London '*Visual Participatory Research: From Development to Management Studies*'

- **Torkild Thanem**, Professor of Management and Organisation Studies, Stockholm University *'Embodied Research Methods in the Social Sciences'*
- **Emanuela Girei**, Lecturer in Organisational Behaviour and Work Psychology, Sheffield University *'Decolonising Management Knowledge and Research Practice'*
- **Harriet Shortt**, Associate Professor of Organisation Studies, University of the West of England *'Artistic Modes of Research in Organisation Studies'*

The conference is part of a [UK-India Education and Research Initiative \(UKIERI\) funded project](#) led by [Professor Sunita Singh Sengupta](#), Faculty of Management Studies, University of Delhi, India and [Professor Emma Bell](#), [Dr Tim Butcher](#) and Dr Cecilia Loureiro at The Open University, UK

Numbers are limited to enable in-depth discussion. The registration fee, to include a conference dinner on 29<sup>th</sup> May, is £100.

*A limited number of places will be offered at a discounted rate of £50 to members of the British Academy of Management Research Methodology Special Interest Group.*

Conference website: <http://business-school.open.ac.uk/events/empowering-methodologies-management-research-conference>

To register: <https://www.eventbrite.co.uk/e/empowering-methodologies-in-management-research-conference-tickets-53091265404>



**Call for Papers: Special Issue of *Management Learning***

## **Management Learning and the Unsettled Humanities**

**Deadline for submissions: June 01, 2019**

**Guest Editors:**

Rasmus Johnsen, Copenhagen Business School, Denmark

Annika Skoglund, Uppsala University, Sweden

Matt Statler, NYU Stern School of Business, USA

William M. Sullivan, New American Colleges and Universities, USA

*Management Learning* is pleased to share with our Division the following Call for Papers.

More details about this journal can be found here <https://journals.sagepub.com/home/mlq>

In the last decade, many scholars have sought to integrate the humanities and liberal arts with management learning and education (Colby et al., 2011; Steyaert et al., 2016; Gagliari and Czarniawska, 2006). This effort echoes a more general critique of management and organisation studies (MOS) for lacking humanity, and for purporting the idea of the human being as a rational, morally neutral and interest-maximising actor, engaged in management as a technical, quantifiable and quasi-scientific activity (Hendry, 2006; Marturano et al., 2013). The field of management learning has in this respect come to form one battleground in the so-called ‘science wars’ (Flyvbjerg, 2001), with approaches firmly rooted in the positive social sciences on one side and approaches inspired by the humanities and liberal arts on the other.

For some time now, however, the humanities have been facing a complex crisis involving not only their impact on and role within society, but also their promise to produce and promote advanced forms of knowledge (Martinelli, 2016). Some would even claim that the humanities have already “shipwrecked with all hands aboard” (Serres, 2006: 228) or exploded (Braidotti, 2013). This scepticism derives not only from the general collapse of the notion of an objective natural moral order, but also from the gradual dethroning of ‘Man’ as the subject at the centre of world history. At least since Michel Foucault’s famous proclamation of the ‘death of Man’ in *The Order of Things* (1970), the number of voices criticising the classical humanist ideal as ‘the measure of all things’ has steadily increased across a variety of disciplines, including management learning. For some, the best way to counter this crisis has been to turn back to focus on the formative elements of the humanities with roots in Antiquity, and to plead the case for reviving and cultivating their noble ideals in contemporary education and research (Nussbaum, 2010). Others, however, have argued that the unsettling of the humanities as a field with privileged access to studying the ‘especially human’ should instead give rise to an exploration of “what might be involved in the reinventions of notions of the human in today’s world and more especially in the critical practice of the humanities” (Braidotti and Gilroy, 2016: 1). In this special issue, we wish to explore what such a re-working of the notion of the human could come to mean for management learning.

One way of thinking constructively about this question may be to begin with the tension that lies at the heart of management learning as a field: between management learning as a formal process reflecting the acquisition of a fairly preordained body of knowledge within the context of business school education, and the continued emphasis on management learning as involving a variety of forms of knowledge created and disseminated by human beings in a wide range of organisational settings (Sims and McAulay, 1995; Bell and Bridgman, 2017). Over the years, *Management Learning* has contributed to the latter understanding, emphasising a “license to think freely” (Grey, 2009) that



embraces management learning outside conventional management education. Examples of such work includes forages into arts-based methods (Mack, 2013), theatre (Beirne and Knight, 2007), history (Gearty et al., 2015), literature (McAulay and Sims, 2009), philosophy (Zundel, 2013) and critical pedagogy (Śliwa and Cairns, 2009). Rather than just prescribing the value of the humanities to ameliorate the ills of management education, these approaches illustrate that the humanities also need to be enriched, nuanced, and critiqued through the lenses of the ideas and perspectives of organisational research. How, we wonder, might such forages provide for reciprocal integration, in ways that enrich organisational research with a more extensive conceptual vocabulary, while at the same time rethinking the humanities as a discipline?

Another way to approach the unsettled humanities might be to engage with what has been termed the “minor affective turn” in MOS (Beyes and De Cock, 2017). This turn to affect has worked to broaden the understanding of how power and domination operates in organisational life and to demonstrate affect as co-constitutive of organisation and human subjectivity (Fotaki et al., 2017). Conceptualisations of affect engage with notions of the human by critically bringing to light the constitution of the subject of the classical humanities, and often emphasise the transformative properties of the human (Sedgwick, 2003), for example by asking how an embodied ethics of organisational life might look (Thanem and Wallenberg, 2015), with neglected aspects of gender (Kelan, 2012), and new approaches to the representation of organisations and learning (Michels and Steyaert, 2017). How might such transformations influence and reciprocally change our perception of the humanities and their role in management learning?

Further, this also connects to the exhortation to embrace “a freer, and at times iconoclastic, kind of writing” (Cunliffe and Sadler-Smith, 2010). While for example the contribution of literature and storytelling has proven fruitful for the understanding of management and organisation (Czarniawska-Joerges, 1994), the meaning of the unsettling of the humanities to such a contribution has received limited attention. Consequently, what might it mean for the humanities in management learning to include literature and fiction, not as something easily identifiable as being legitimate by analogy, but as something that ultimately resists assimilation? Can literature be that which embraces the open-ended force of words and even brings forth the fragmentation of subjectivity and narrative as ruinous potential (De Cock and O’Doherty, 2016)? Opening up management learning to such perspectives may help to cut across the parallelism between philosophy, science and the arts (Braidotti, 2013) and work against the idea of the humanities as a harmonious whole preordained by rational thought. It could even afford us new understandings of what it might mean to speak of something like an “emancipatory humanism, that is a working humanism, a daily humanism, a changing humanism” (Karavanta and Morgan, 2008: 4) in management learning.

The question about how the unsettled humanities affect and spur new ideas within management learning may however also be explored in relation to the rich and fast-growing theoretical issues that emerge around the edges of the classical humanities and across disciplines. One example is ‘digital humanities’, a field emerging as a reciprocal integration of disciplines around the use or study of digital tools that call for concepts, methods and knowledge rooted in the humanities. Including early efforts to engage with the endeavours and problems intrinsic to digitisation and post-humanism (Parisi and Terranova, 2001), themes that have been variously repeated in the emerging field of the ‘environmental humanities’ (Rose et al., 2012; Sörlin, 2012). This field draws on a growing willingness to engage with the environment from within the humanities and to rethink the ontological exceptionality of the human. What have traditionally been termed ‘environmental issues’ have here been shown to be inextricably entangled with human ways of being in the world or adapting to the world, which in turn raises broader questions of political and social justice, and debates about the



death of political subjectivity (Chandler and Reid, 2016), also important to consider within management learning.

Consequently, what might it demand to take the humanities one step further in management learning? How might we articulate in this field a ‘thicker’ notion of humanity that challenges reductionist accounts of humans as self-contained, rational, decision-making subjects, while at the same time rejecting the role of the classical humanities as a kind of moral super-ego working to promote a predetermined set of social responsibility charters? In other words, how might new forms of humanism emerge in management and what idea of the human would be involved in its revised theories and practices? How is the post-human turn currently feeding our conceptualisations and empirical investigations, and what are the potential problems or gains? How can we mobilise different humanities in management and organisation to enrich organisational research? And how can we rethink the unsettled humanities and advance both the humanities and management learning?

Based on these themes, we welcome contributions that address some of the following questions:

- What does the current unsettling of the humanities mean for management education?
- How might the finitude, limits and transgressions of the ‘human being’ transform management practice?
- How do theories and practices dealing with the biohuman and posthuman, for example in neuro-enhancement, “cyborgs” and other technologies, influence management thinking and learning?
- What management pedagogies are relevant, appropriate or problematic in the Anthropocene Age?
- How might management education play a role in the unsettling of the human within the traditional humanistic and artistic disciplines of research, teaching and performance?

### Submission guidance

To discuss your article prior to submission, please contact the special issue editors: Rasmus Johnsen, [rj.mpp@cbs.dk](mailto:rj.mpp@cbs.dk) Annika Skoglund, [annika.skoglund@angstrom.uu.se](mailto:annika.skoglund@angstrom.uu.se) Matt Statler [mstatler@stern.nyu.edu](mailto:mstatler@stern.nyu.edu) William M. Sullivan, [wmsphl@aol.com](mailto:wmsphl@aol.com)

This call is open and competitive; manuscripts will be double-blind reviewed and a limited number of papers will be selected by the guest editors for publication in the special issue. Submissions must fit with the aims and scope of *Management Learning*: <https://us.sagepub.com/en-us/nam/journal/management-learning#description> as well as with this special issue call. All submissions should be made online: [http://mc.manuscriptcentral.com/management\\_learning](http://mc.manuscriptcentral.com/management_learning) in accordance with the journal submission guidelines.

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**Call for Papers: Special Issue of *Management Learning***

**Identity and Learning (Not) to be Different**

**Deadline for submissions: March 01, 2020**

**Guest Editors:**

Christine Coupland, Loughborough University, School of Business and Economics, UK

Leanne Cutcher, University of Sydney, Business School, Australia

Andrew D. Brown, University of Bath, UK

Nic Beech, University of Dundee, UK

Within organizations there is a reciprocal interplay between identity work and learning. Processes of knowledge creation and learning are enabled and constrained by identity practices; concomitantly, the capacity to learn and to be knowledgeable is shaped by the identity positions available to individuals within organisations (Reed, 2018; Brown and Coupland, 2015). Increasingly, it is recognized that learning can be a process of identity regulation, with organizational strictures pertaining to learning ensuring that individuals know how they should act and who they should be.

As a result, organizational processes of learning lead some employees to feel included while others are excluded. As Rumens (2017) has argued human resource development programmes can construct identity binaries – male/female, heterosexual/homosexual that constrain the expression and performance of alternative – queer – identities. Individuals experiencing a sense of dissonance because they are perceived as different may need to learn how to ‘fake it’ to be part of an organization. Faking it may require individuals to work on their bodies to hide certain aspects of their embodied identity (Riach and Cutcher, 2014). Intriguingly, learning can be rendered ineffective because of conflicting identities and power inequalities (Hong and O, 2009). Equally, the nature of learning and how radical it is can relate to degrees of coping with insecurities and self-questioning (Beech et al, 2016). There are many ways that learning to belong or be different in organizations may be theorised, including (but are not limited to) hermeneutics, reflexivity, process theories, post-colonialism, feminist perspectives, queer theory, and psychoanalytic perspectives. These multiple approaches offer potential for this SI to disrupt accepted narratives about organizational learning based on the experiences of those with dominant, normative identities.

We welcome papers that open up and challenge existing ways of thinking about the relationships between learning and processes of identity work (Bell and Bridgman, 2018). We are particularly interested in papers that explore the relationships between identity, difference and learning; not only how people learn *not* to be different in organizations but also whether organizational processes and outcomes are altered by embracing difference.

Papers may wish to explore:

***Identity and learning:*** How do people's identities influence, impede, and facilitate etc. processes of individual, group and organizational learning? Are there particular identities that promote learning and others than retard it? What are the key micro, meso- and macro-processes associated with the identity-learning nexus and what are their implications for how we understand issues centred on learning in organizations?

***Management of identity:*** How do organizations seek to regulate employee (learning-related) identities? How do employees learn to manage their identities to conform to organizational expectations? What constraints are there on organizations' efforts to manage employees in relation to learning and identity? How do learning processes contribute to the gendering of identity?

***Management identities:*** How do individuals learn to conform to stereotypical meanings of what it means to be a manager? How do managers self-manage conflicts between management and self-identities? How do our students learn to be managers?

***Identity and resistance:*** What are the implications of identity clashes and conflicts for individual and collective learning? How do individuals resist attempts to manage their identities through processes of learning? How does the desire to be recognised translate into learning-related identity work?

***Identity transitions:*** How do those who regard themselves as outsiders learn to 'be' in organizations? What is at risk when we cease to be ourselves at work? How do people transition into roles (e.g. into management roles) in different sets of circumstances, e.g. where they articulate feelings of ambivalence or nostalgia or regret?

***Identity and reflexivity:*** How do organizational actors reflexively acknowledge the disciplinary processes of learning? How do issues of reflexivity relate to processes of learning in the context of identity formation? How might reflexivity generate an ethics of learning?

***Identity and recognition:*** What are the consequences of conforming to learning-related norms in order to be recognized as 'good' workers, and what is the impact on those who cannot, or choose not to, conform? How are people's identities negotiated, confirmed and contested in interactions with others and what are the implications of these processes for learning in organizations?

This special issue, which includes theoretical and empirical work in relation to the relationships between identity, learning and outcomes, is consistent with the longstanding goal of *Management Learning*, to question and challenge current practice and assumptions (Easterby-Smith and Pedler, 1986). It addresses key areas of concern for those who work, manage and study in organizations and sets an agenda to take into the next decade.

## Submission guidance



To discuss your article prior to submission, please contact the special issue editors: Christine Coupland [c.coupland@lboro.ac.uk](mailto:c.coupland@lboro.ac.uk); Leanne Cutcher [Leanne.cutcher@sydney.ac.au](mailto:Leanne.cutcher@sydney.ac.au); Andrew D. Brown [adb20@management.bath.ac.uk](mailto:adb20@management.bath.ac.uk); Nic Beech [p.n.h.beech@dundee.ac.uk](mailto:p.n.h.beech@dundee.ac.uk)

This call is open and competitive; manuscripts will be double-blind reviewed and a limited number of papers will be selected by the guest editors for publication in the special issue.

Submissions must fit with the aims and scope of *Management Learning*:

<https://us.sagepub.com/en-us/nam/journal/management-learning#description> as well as with this special issue call. All submissions should be made online:

[http://mc.manuscriptcentral.com/management\\_learning](http://mc.manuscriptcentral.com/management_learning) in accordance with the journal submission guidelines.

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We look forward to hearing from you!

