The Slovenian Academy of Management
The Slovenian Academy of Management
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Slovenia

The Slovenian Academy of Management
is announcing its

3rd International Conference on Management and Organization
to be held on June 12–13, 2014
at Brdo pri Kranju, Slovenia

Conference theme: KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING

1 The main theme

Knowledge management and organizational learning have become highly discussed topics in the last two decades. Interest in managing what people know and the way they learn appeals to both practitioners and academics, but none seem to be able to offer satisfactory solutions to related ongoing challenges. The experiences of organizations around the world show that there is no single best way to address such issues. Solutions that work in one organization turn out to be unsatisfactory in others, even in similar conditions. On the other hand, academia recognizes there is still no consensus on the theory of organizational learning. This is due to the fact that the process we are trying to manage is a cognitive one and takes place within individuals. Individuals are constantly learning and are learning in organizational settings. Further, no two organizations face the exact same situation; therefore, solutions must differ as well. The fields of knowledge management and organizational learning have long been studied separately. Knowledge management, although discussing similar concepts, has been understood as less scientific than organizational learning, primarily focusing on the support of information technology for knowledge storing and sharing. In recent years, this perspective has slowly changed and the complementarities of both fields have been recognized, in turn stimulating research that connects both streams. At the same time, difficulties have been encountered in clearly explaining where organizational learning ends and knowledge management begins.

Despite rich academic research in both fields in the last 20 years, several questions remain at least partly unanswered. How do individuals learn and connect to other members through different relationships within social units in an efficient and effective way? What makes the learning of an individual part of the organizational learning? The learning of connected members depends on the organization, understood as a dynamic system of relationships. Individuals learn in a coordinated, organized way according to their roles in organizational settings. What is the basis of this coordinated learning? What does the process of organizational learning look like? How will learning differ in different organizations? How can knowledge management activities stimulate learning and ensure the purposeful creation of knowledge? What is the role of management activities in knowledge management? Learning and knowledge can be managed by

planning knowledge/learning, by actuating the learning process by HRM, leadership, motivation and communication and by controlling knowledge/learning at the individual and firm level. Organizational learning can thus be understood as individual but coordinated processes resulting in knowledge and its use, whereas knowledge management is an organizational process which assures that learning processes will take place in the most efficient and rational way. We may claim that both organizational learning and knowledge management are closely connected to organization: systems, structures, roles, processes and culture. Measurement systems, performance indicators, knowledge management systems, Web 2.0 and the architectures for knowledge management all take part in the management of knowledge. These connections represent the focus, the key theme of our conference. Our aim is to stimulate breakthrough research streams linking the learning of individuals in organizations to knowledge management from the relationships perspective.

2 Call for papers

Two sub-themes are proposed: (1) individual, team and organizational learning; and (2) knowledge and knowledge management.

1. The first sub-theme of our discussion focuses on **learning at the individual, team and organizational level.** The main questions here are how individuals are learning and how individual learning becomes part of the team and organizational learning process, with organizational learning being the learning of individuals in organizational settings. Possible areas within this sub-theme are:

- individual learning: individual learning process, learning activities, learning styles, learning loops, psychological and other perspectives on learning;

- team learning and organizational learning: knowledge creation and generation, knowledge codification and storage, knowledge sharing and knowledge use;

- exploitation vs. exploration: efficiency-oriented organizational learning vs. creativity- and innovation-oriented learning;

- the contingency perspective on learning in organizations: the influence of technology, the environment, size, goals and strategy and employees;

- the organizational impact on organizational learning: the influence of different organization systems, structures, roles, processes and cultures;

- learning at the group and organizational level; education and training based on organizational learning;
  learning and innovation;

- the characteristics of organizations, understood as a set of dynamic relationships, to enhance learning;

- methodological issues: different approaches to analyzing learning in organizations; and

- the network perspective on learning in organizations: learning networks, knowledge-sharing networks, innovation networks.

2. The second sub-theme focuses on **knowledge and knowledge management**. The main goal of the knowledge management process is to ensure that the learning processes of individuals will be as rational and efficient as possible, considering the achievement of social units' goals. Management activities coordinate and encourage learning process, assure purposeful knowledge creation and the dissemination

of the acquired knowledge to the proper units and individuals. The focus is on creating conditions in organizations, understood as formal social units, for continuous learning. Possible topics within this sub-theme are:

- the knowledge management process: the rationality-assuring process of planning, actuating and controlling; knowledge management as a coordination process;

- knowledge and recognizing knowledge needs/gaps: group and individual knowledge, knowledge mapping, planned and actual knowledge maps;

- planning learning at the organizational and individual level: SWOT analysis of the organizational learning process and organizational knowledge, setting goals and strategies for learning on the organizational level;

- designing an organization for learning, different learning in different types of organization;

- organizational learning and human resources management; skills and competence management;

- leading and motivating employees to participate in planned learning activities; communication and organizational learning;

- controlling learning and knowledge at the individual and organizational level: developing measurement systems for monitoring learning, setting key indicators, measuring intangible assets, intellectual capital, measuring organizational knowledge;

- implementing IT solutions for knowledge storage and the sharing of knowledge; knowledge management and Web 2.0;

- knowledge-based innovation;

- inter- and intra-organizational communities of practice; knowledge management in a network organization;

and

- knowledge management in public sector and nonprofit organizations.

Papers and discussions will not only be limited to these issues; papers connecting both streams are also invited. Papers from organization science, management, cognitive science, computer science, information systems and other fields are welcome since the conference is promoting an interdisciplinary approach. Theoretical and empirical papers employing qualitative or quantitative methods, as well as work-in-progress, PhD research and practical cases are all welcome. Papers accepted for the conference will be published in the **conference proceedings**. Quality papers will be considered for publication either in **The Learning Organization Journal** published by Emerald, the **Dynamic Relationships Management Journal** published by the Slovenian Academy of Management (SAM) or in the Slovenian SAM journal **Challenges to Management**.

3. Submission of abstracts and other important deadlines

All authors interested in participating at the conference are invited to submit an abstract. The abstract should not exceed 500 words and should include the names and affiliations of the author(s). It should clearly state the problem, purpose and goals of the paper, the approach taken and the main contribution made. Abstracts may be submitted as a .pdf file, .doc file or .docx file. The number of submissions is limited to one individual paper, one individual and one co-authored paper or two co-authored papers.

The on-line **submission of abstracts** will take place via the SAM's English Internet site **http://sam-d.si/**, under the 3rd international management and organization conference. Where co-authors are involved, the information is only required for the main author (or one of the authors). However, in the abstract all co-authors should be included (their names, titles, institutions, e-mail addresses). You will receive immediate confirmation when you have successfully submitted your abstract. In the case of any problems, please make contact at this address: **alesa-sasa.sitar@ef.uni-lj.si**

After the abstracts have been received, they will undergo the review process and the authors will be informed about the abstract's acceptance/rejection. Guidelines for preparing the papers and other information will then be given to the authors of accepted abstracts. The submission of abstracts starts on October 11, 2013. The deadline for submitting abstracts is December 6, 2013. You will be informed about the acceptance of your abstract/paper by January 10, 2014.

Please note the following **key deadlines:**
– Formal announcement of the conference and call for papers: **September 2013**
– Submission of abstracts: **from October 11 to December 6, 2013**
– Acceptance/rejection of abstracts: **January 10, 2014**
– Submission of papers: **April 11, 2014**
– Notification of acceptance of papers with comments of the reviewers: **May 9, 2014**
– Submission of final papers: **May 23, 2014**
– Registration: **May–June 2014**
– Conference: **12–13 June 2014**

The Program Committee:

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