

The 13th Developing Leadership Capacity Conference (DLCC)

11 and 12th July 2023

Henley Business School, Greenlands, UK

CALL FOR CONTRIBUTIONS

Theme:

Creating leadership capacity to build healthy Organisations

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Through the rise of digital communication technology and global political and economic threats the world is changing and organizations are changing with it. The movement of 'New Work' and recurring economic, political and health crises in the last centuries such as 9/11, the Coronavirus pandemic demand new, fast responding, adaptable and resilient forms of organizations. To respond to the ambition of the Henley Centre for Leadership, whose 10th anniversary takes place in 2023, this conference provides perspective on our rapidly changing world and how to develop leadership capacity to build and run engaging and healthy organisations and communities for a fairer world.

Major challenges of our time centre around the need for healthier ways of living and working. Health seen here in the widest sense of the well-being of people, organisations, communities and planet. Some of these concrete challenges related to the multi-faceted notion of health are:

1. Leaders are not engaging people enough: According to Gallup only 15% of the workforce globally are actively engaged. That leaves the majority of employees either just showing up to work but feeling excited or fulfilled by their work and driving innovation and performance or being completely disconnected from their work.
2. Leadership / working structures are not fit for purpose: The 4th Industrial Revolution changed the way how organisations and people get work done. Leaders need to enable a hybrid and dispersed workforce to use technology to support their productivity (rather than being controlled by technology demands) and think about how to avoid a mental health pandemic due to technostress and overwork.

3. Leaders need to be better at holding paradoxes: In a time of digital disruption, political and economic unrest and environmental instability, leaders need to be able to address the challenges in the short-term and focus on the long-term at the same time. Leaders need to be able to hold and balance paradoxes. Leaders need to be able to engage with wicked problems comfortably and decisively.
4. Organisations and nations need to be better at looking after communities planet: The developing climate change crisis asks for more responsible leadership as exploitation of people and planet remains an issue.

As the world is slowly stepping towards a possible end of the Covid-19 pandemic, that has brought a fundamental change to how people and organisations worked and lead, this is our opportunity to reimagine healthy and productive workplaces in order to shape the future of leadership learning to create a fairer world. We should not waste a good crisis (Churchill) – reimagining better leadership and working practices. Leaders are facing the post-pandemic world with questions on how to create healthy and productive work and organisational practices related to hybrid working, engaging, energising and retaining people amidst the great resignation and economic political turmoil and accelerating changes and uncertainties due to increasing technology use in all walks of life and the rise of AI.

Taking all places of leadership into consideration - workplaces and organisations, cities and communities, countries and societies, virtual and imagined (Sutherland et al., 2022), we need to explore how Leadership Learning and Development (LLD) creates healthy ways of working. So the questions that arise for leadership development are much more multi-faceted than how to create individual healthy individual and team performance or healthy organisational performance. What is healthy leader(ship) development? What are healthy physical and virtual spaces in which we lead and work as framing conditions for leadership? What is a healthy impact on community and environment?

For example, as the nature of work is transforming, we need to understand how contemporary workplaces function in relation to the creation of a healthy work environment. Leaders will play a key role in creating a work environment that encourages healthy performance for mobile knowledge workers. There is research on how to engage and manage team remotely (virtual team research). What is not researched is how leaders address challenges of a mobile workforce and influence healthy performance. One challenge of remote mobile working is technostress (stress experienced through the use of ICTs; Ragu-Nathan, Tarafdar, Ragu-Nathan, & Tu, 2008). As highlighted by the Covid-19 pandemic, remote working has advantages for integrating work and life demands but also creates challenges for health and performance. Knowledge workers working remotely feel they are online 24/7 with requests pinging up on the screen of smartphones and work devices, feeling unable to disconnect from work. Digital burnout is creeping in! Another challenge is how leaders and employees engage with their physical and virtual workspaces. For that we need to consider workspace as a context that is multiple and shifting (space as construction; see Wilhoit, 2018); i.e. how are provided spaces interpreted and used?

Another example, relates to a different sphere of place – societies and more broadly the planet. What is Leadership Development and Education for? Research should not only focus on what are the ingredients of LLD and possibly the output, but what is the broader purpose behind it? Are we creating healthy leaders to create healthy organisations for healthier a planet or a healthier planet? In other words, what do we see as a healthy organisation?

Topics that might be addressed by papers in the following streams may include, but are not limited to:

1. Strategic realm (organisational and ecosystem) questions such as [all taken from Vogel et al., 2021!!]

How can LD theory and practice create purpose-rich LD practices that address society's grand challenges (Banks et al., 2016)?

How can the LD field explicitly aim to contribute to the United Nations sustainable development goals (e.g., climate change) directly with its impact in organizations, but also with positive spillover effects where organizational

members employ developed leadership capacity in other social spheres such as families or community work (Hammond et al., 2017)?

Stakeholders in LD might vary in their implicit beliefs of what the emphasis of LD initiatives should be. Should LD target specific competencies or whole person attributes such as leader identity? Should it address followership (e.g., follower schemas and behaviors; Carsten, Uhl-Bien, West, Patera, & McGregor, 2010) or shared leadership capabilities (e.g., shared sense-making)?

2. Interpersonal realm (individual and team) questions such as [all taken from Vogel et al., 2021!!]

How and why may the development of leader identity and behavior, or collective leadership capability show trajectories of growth, but also decline or plateau?

Can managers develop over-confidence in their ability to lead limiting participative or shared leadership?

Can LD cause detrimental health outcomes for the participant throughout the learning journey such as undue stress?

3. Spatial realm (virtual and built work environment) questions such as [all taken from Vogel et al., 2021!!]

How do tangible contexts, such as the physical, brick and mortar environment, help or hinder LD processes and outcomes at work?

SUBMISSIONS

1.) Leadership Learning and Development (LLD) Research and Theory Submissions to this stream should make contributions towards research and/or theory in leadership learning, development, and education.

2.) LLD Practical Workshops Submissions to this stream should be practically orientated and should be small workshops that explore innovative and creative techniques and tools used in leadership learning, development, and education. Space and resources will be provided for explorations, so requirements, such as room size and time should be made clear in the abstract/summary submitted.

3.) LLD Case Studies This submission stream is dedicated to those wishing to describe and explore examples of innovative and creative leadership learning, development, and education.

All submissions should include on the cover page:

- Title
- Name of author(s)
- Organisation affiliation/position(s)
- Address

- E-mail address
- Topic Area and Stream

The submissions should further be:

- A word or PDF file
- Written in English
- Indicating word count clearly on cover page

KEYNOTE AND PANEL SPEAKERS

To be confirmed.

KEY CONFERENCE INFORMATION

Conference Venue:

Henley Business School, Greenlands, UK

Conference Registration Fee:

To be confirmed.

Conference Contact:

Please refer all initial queries regarding the conference and your abstract submission to Dr Caroline Rook,
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