

BAM 2025 CONFERENCE



Knowledge and Learning Track

Track Chairs:

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Managing regular and everyday 'border crossings' at all individual, social and organisational contexts, requires knowledge management, a new mindset and skills, that can integrate and competently handle new circumstances. It has been assumed that the organisations that learn fastest and use knowledge most effectively are most likely to become and remain leaders. In addition, it has been suggested that many workers may need to switch occupations and consequently, need to learn new skills or advance their qualifications. To remain relevant, any business and business and management education must reflect the realities that influence its subject matter, while at the same time addressing societal needs and expectations.

The Knowledge and Learning SIG track aims to facilitate the interdisciplinary development of knowledge and learning in the areas of:

- Organisational knowledge for managing 'border crossings' in search of new markets, new opportunities, and new skills.
- Impact of management education on disruptive change and institutional innovation.
- External and internal drivers to improve the learning conditions in universities and within organisations.

In light of this year's conference theme on the Border: Management Challenges, Business Opportunities and Disrupted Institutional Contexts, we welcome submissions that examine theoretical concepts and practical aspects relevant to knowledge and learning in advancing management research, education and practice. Submissions welcome on the following themes:

- Processes of knowledge creation and knowledge transfer addressing the level of flexibility or rigidity for 'border crossings' across organisations and sectors, all forms of organisational worker professional and non-professional, senior and junior, virtual and non-virtual.

- Changes and patterns observed in information flows as a result of increasing virtual work and the resulting organisational and professional outcomes.
- Organisational learning from experiencing 'border crossing' in the face of increasing levels of uncertainty, disruption, and transition connected to bordering practices, movements, social and political disruption, and economic change.
- Interdisciplinary knowledge sharing and/or project-based learning as border-crossing.
- Developments in management education practices as integrating current and future forms of work – e.g. evidence of promoting resilience, courage, opportunity awareness, technology, sustainability, transformational leadership, and/or entrepreneurship.