Call for Papers "Organization and Innovation"

5th Yearbook of the Division Organizational Education

We invite contributions to the next Yearbook of the Division Organizational Education (Sektion Organisationspädagogik) in the German Educational Research Association (GERA)

- papers on general and current organizational education topics and problems that develop theoretical-systematic or historical perspectives on Organizational Education issues or reflect results of current empirical research on organizational education subjects,

and

- papers on "Organization and Innovation", the main topic of this Yearbook and theme of this year's annual conference of the Division Organizational Education at the University of Linz.

The editors are Stephan Huber, Claudia Fahrenwald and Andreas Schröer.

All submitted papers undergo a blind peer review process. The maximum length of a contribution is 32,000 characters (including spaces and literature).

The yearbook is published in the series "Organization and Education" (Organisation und Pädagogik) by Springer VS.

Please send your contribution by e-mail, in accordance with the manuscript instructions, to: Orgpaed@EduLead.net

The deadline for submissions has been extended and is now Sept. 30, 2023.

All relevant information can also be found at www.EduLead.net/Orgpaed2023/Jahrbuch

We are looking forward to your participation and to your contributions!

Stephan Huber, Claudia Fahrenwald and Andreas Schröer

On the focus topic "Organization and Innovation"

The term innovation addresses the dimension of the new. Innovation distinguishes itself from the existing. Innovation presupposes the generation, translation, and application of new knowledge and, thus, knowledge management practices. The prerequisites for innovation are creativity at the individual level and openness in the organizational context. In organizations, innovation is therefore inextricably linked to organizational learning. Innovations in organizations are not least (organizational) education processes.

Innovations in organizations can relate to the renewal of tasks, content or programs either of people or of processes of the organization itself. The level of the social system (*macro level*), the level of the organization (*meso level*) and/or the level of individual/social interaction (*micro level*) can be relevant. As organizational learning processes, innovations can be the result of (1) targeted and planned processes and (2) emergent processes.

In addition, a distinction can be made between different degrees of innovation, particularly between disruptive and sustaining or incremental and radical innovations. Unplanned and emergent innovation processes are studied, e.g., in relation to the evolutionary development of organizations or as results of adaptations to crisis environments, as has been demonstrated by the recent pandemic and its effects on education.

All different levels, degrees and types of innovation can be supported by educational processes of learning support. The repertoire of targeted and planned processes ranges from forms of organizational development, such as 'change management', to concepts of 'a learning organization' and approaches to 'innovation management'. The continuous development of technical, social, or economic innovations is regarded as a central task of organizations in competitive conditions to ensure, among other things, their economic survival.

The fruitfulness of innovation processes in organizations is furthermore related to planning, control, and emergence as effect of organizational constitution: Organizational structures are designed to ensure the quality of results, routines, the reliability of processes, and the predictability of outcomes. Innovations, however, lead to a disruption of routines, involve unexpected results, and require a willingness to take risks and a certain tolerance for error. By their very nature, they are deviant in the sense of deviating from the organization's usual processes. It is not least this tension that makes the examination of the phenomenon of innovation so interesting from an organizational education perspective.

Therefore, forms of emergent and planned support of innovations *in*, *by* and *between* organizations are of interest to the discourse in organizational education. The focus is placed on the emergent production of innovations as well as on planned forms of organizational support of innovation development. This includes processes of innovation management, the establishment of specific organizational structures, practices of innovation development, and the dissemination of methods of action in support of innovation. Although these forms of planned organizational support for innovation development are now widespread in the private sector, they are still at an early stage of development and dissemination in the education and social sectors. On the one

hand, the planning of corresponding support measures can be prompted *top-down* by political changes.

On the other hand, visions for the future of education can be launched *bottom-up with* corresponding innovative projects and initiatives by various actors from educational policy, practice and science.

Innovation processes in organizations are faced with various challenges that can slow them down or even bring them to a standstill. These include resistance and inertia of the organization or its members on the one hand, and external factors, such as sociocultural norms and values on the other. Therefore, in addition to the aspects of emergence and promotion, obstacles, blockades, and resistance, up to and including the failure of innovation processes, will be addressed in the following. Regarding the role(s), function(s) and significance of organizations as central carriers of cultural and societal change, it is important to critically discuss these perspectives of thought and action, to provide empirical evidence and to further develop them conceptually.

Innovations in organizations can therefore be analyzed and discussed in many ways: starting points can be the object and nature of innovations, the framework conditions of the organization as well as their interplay.

The focus of the 5th yearbook lies on the relationship between organization and innovation, which will be discussed from an organizational education perspective based on the following points:

Preliminary structure of the yearbook's main topic:

Relationship between organization and innovation. Here, fundamental educational and interdisciplinary contributions are collected that deal with the conceptualization of organization and innovation from an organizational education or other sub-disciplinary/interdisciplinary perspective. The focus also lies on *social innovations* since they are of particular importance in educational organizations and organizations of assistance. Theoretical, empirical, and historical approaches to the topic are possible.

Organizational learning and innovation. One relation that is particularly relevant for organizational education is that between organizational learning and innovation. Traditionally, innovations are understood more as a result or a process, which implies consequences for the definition of their relationship to organizational learning.

Organization and intervention. Interventions regarding innovations that are to be developed in and by organizations can be stimulated and accompanied by external and internal actors. Interventions are often initiated, implemented, and institutionalized through project-based structures, and they are often flanked by consulting and supporting processes. Interventions pursue a variety of approaches, goals, topics, and methods and are aimed at various target groups. Interventions can be supported by the system or the environment or can be controlled and implemented entirely within the organization. These different manifestations offer a variety of reasons for intervention research in organizational education.

Organization and innovation with a special focus on success and failure. The focus is on current methodological strategies and approaches of empirical and comparative studies on the relationship between organization and innovation. Particular attention will be paid to *empirical studies* dealing with the success and failure of innovative processes in organizations. The handling and overcoming of crises can be a focal point here.

Innovation (in) Educational Organizational Research. Here is the opportunity to present innovations as well as strategies of innovating in the field of Educational Organizational Research. Of interest are, for example, research designs for studying the success and failure of innovations or the influence of emergence and planning on innovation processes. Furthermore, research designs and results that deal with the particularities of innovation processes in educational organizations are of interest here. The concept of *social innovations* can contribute to the clarification of these particularities.

Organization and innovation in the transfer between research and practice. The development of innovation and scientific discourses on (social) innovations are closely linked to questions regarding the research-practice transfer. On the one hand, there are increasing expectations of scientific knowledge being transferred into organizational innovation practice. On the other hand, organizations seek out researchers for scientific assistance with current issues or methodological approaches. Questions of mutual connectivity as well as questions of strategic action and leadership in organizations are to be discussed here.