Hosted by the Asia-Europe Institute, University of Malaya

Call for Papers

Exploring Leadership & Learning Theories in Asia (ELLTA)

1.0   Introduction

The core emphasis of the conference is on understanding Asian perspectives on leadership and learning. Leadership and learning, like various other concepts, are often viewed/ treated as global. Similar tendency is observed in case of 'organizational learning' and 'learning organization', which have also been approached in terms of general theories. However, the majority of these theories which claim to have global application originates in different parts of the Western world (see, e.g. Dimmock, 1999; Easterby-Smith & Araujo, 1999). This raises an important concern: Is it wise to assume that all these theories are universal in nature and could be equally applied to all contexts? The question is multi-faceted and multi-dimensional, and has been raised under different labels, as discussed below:

False universalism: One set of concerns is related to the underlying assumption that the social theories are universally applicable, which undermines the role and significance of context (Nguyen, Elliott, Terlouw & Pilot, 2009).

Remoteness from the Culture: Another set of concerns is related to the remoteness that such borrowing/adoption creates from the everyday cultural practices (Serpell, 2007).

Educational Neo-colonialism: Some have taken a more critical perspective, emphasizing the power dynamics attached to it. These critical theorists view such adoption as a new form of colonialism in education, explaining that, through globalization, western paradigms tend to shape and influence educational systems and thinking elsewhere in the world (Nguyen et al., 2009).

Unexamined and uncritical adoption of Western approaches: Amongst the existing spectrum of concerns, visibly evident is the criticism of adoption rather than adaptation, borrowing rather than contextually relevant application of Western theories and approaches (e.g. Winser, 1996).

Unidirectional Learning: It is quite well-established that the flow of ideas has thus far remained pre-dominantly unidirectional, i.e., from the West to the rest (e.g. Wang, 2006). This has undermined the rich cultural heritage, perspectives, insights and learning that the Eastern part of the world embodies. This makes a strong case for challenging and examining some of these assumptions, and making efforts to explore alternate views and make space for them.

As a response and reaction to the predominant presence of social theories rooted in the West, there is a growing recognition of and movement towards understanding theories through the wide range of diverse contextual and cultural perspectives available in the East. The significant role of culture is highlighted to an extent that some Asian researchers suggest that effective leadership in one culture may be counterproductive in another (Tjosvold, Wong & Hui, 2007). The shift of emphasis is evident in various other voices raised on the issue as well (e.g. Tan, McInerney, Liem & Tan, 2008). However, the voices need to be synchronized, strengthened and amplified.

It is in this connection that the conference is strategically an important initiative, as it aims at contributing to the knowledge on leadership and learning in Asia. Leadership and learning have been taken as examples, as the juxtaposition of these two magical words has given rise to a range of intriguing combinations such as 'leadership in learning', 'leadership of learning' or 'learning for leadership'. The two notions, we believe, are interrelated and interconnected, which is evident in the increasingly shifting emphasis towards studying the correlation between leadership and learning outcomes (see, e.g. Day & Leithwood, 2007; Day et al., 2009; Leithwood, Seashore, Anderson & Wahlstrom, 2004; Mulford, 2006; Mulford & Silins, 2003; Waters, Marzano & McNulty, 2005; and a special issue of School Leadership & Management: 'The impact of school leadership on student outcomes', Leithwood & Day, 2008). However, both leadership and learning are relatively 'soft' and abstract areas, which provide a lot of space for generalizations, such as being treated as global, which needs to be debated. This was our motivation behind selecting these two, in conjunction, or separately, as core themes for our deliberations. Moreover, leadership and learning are important areas when it comes to people's beliefs; political, symbolic and business leaders have a major impact on our lives, as well as the school and university leaders, and – not the least – those who lead the learning that takes place in those organizations: the teachers. Learning and leadership, thus, seem to be two very broad areas with a great importance for issues such as globalization and whether ideas and theories are universally applicable, whether they have to be adapted to the local contexts, or whether they are context-dependent and thus have to be locally designed and developed.

Thus, the questions that the conference intends to address are:

- Are the west-inspired theories on leadership and learning relevant for Asia in general and different contexts in Asia in particular?

- Is there a need to develop theories specific for Asia in general and different contexts in Asia in particular?

- Are there existing theories on leadership and learning with an Asian origin, which have not received much attention or have not been acknowledged so far?

Asia presents itself as a landscape of diverse geographical, cultural, religious (e.g. Buddhism, Islam, Hinduism, Christianity, etcetera), social, socio-economical and socio-political heritage. Most of the civilizations are ancient, and have long-standing traditions of learning and knowledge. The contexts are unique in their multi-dimensionality and so are they in terms of the breadth and nature of challenges faced by the region. If we make a comparison between the Eastern and Western contexts, their values, traditions and the very worldview of the two contexts –they are different and, often quite opposite. For example, as Professor Nisbett (cited in Dhanarajan, 1998) puts it in his thesis, we see a very strong sense of individual liberty, freedom, and free will prevailing in the different contexts in West. On the other hand, in the East (at least in many Eastern contexts), in place of the idea of each person's being in charge of his or her own life and having freedom to act accordingly, harmony, friendship and family are valued more. In contrast to the western debate to discover the truth, preserving a harmonious interdependent social life is prioritized in many contexts in the Eastern part of the world. Such socio-cultural factors have their impact on the leadership and learning styles, behavior, performance and outcomes that cannot be simply ignored by taking a simplistic universal or general Western approach.

Thus, there is a need to examine/challenge generalizations related to learning and leadership across cultures and geographical boundaries, between East and West, but of course also between Eastern contexts. That is where the conference makes a significant contribution.

2.0   Themes / Topics (not limited to)

The following themes are being suggested for submissions:

1. Applicability/application of general theories on leadership, learning, education and/or management in Asia

2. The adaptation of leadership, learning, education and/or management theories to particular Asian contexts

3. Reviews of existing, but not acknowledged, leadership, learning, education and/or management theories that have Asian origins, including studies of the use of locally developed theories and ideas, and of the spread and impact of Asia-developed theories in various parts of Asia as well as in other parts of the world

4. Applications of Asian philosophical literature to the existing understanding of leadership, learning, education and/or management

5. On differences in leadership styles, learning styles, and teaching styles throughout Asia

6. Teachers' perceptions on whether or not theories are universally applicable

7. Comparing literature/theory on leadership, learning, education and/or management among different parts of Asia

8. Comparing Asian educational concepts, theories and practices: Comparisons between how concepts in the leadership, learning, education and/or management areas (e.g. 'leadership', 'learning', 'education', 'school', 'learning organization', 'manager', 'delegation', 'decentralization', 'development', 'human resources') are defined in Asia and other parts of the world, and among different contexts in Asia

9. General well-grounded thoughts on globalizations on the basis of experiences from Asia, including reflecting upon concepts like imitation, adaptation, innovation and legitimization of theories and ideas

10. Humanistic values and social issues in Asian management, leadership, and educational management

11. Differences between educational methods currently being practiced in Asia and those practiced elsewhere

12. Evaluations of current leadership, learning, education and/or management in Asia – is there a need for new theories and perspectives?

13. Suggestions for new perspectives on leadership, learning, education and/or management, which when applied could contribute to improved leadership, learning, education and/or management in Asia

14. Exploring/examining learning, education, leadership and management in social movements and/or learning embedded in community social action in Asia

15. Examples of the learning organization, organizational learning and/or knowledge management in Asia

16. The role of universities and business schools – and in particular management and leadership education and educational management – in the development of Asia

17. Asian perspectives on the role of learning technologies.

Please see also information about the Special Issues of highly-ranked academic journals that collections of papers from the conference will be published in (for more information, please see Conference Publications below).

3.0 Conference International Advisory Board

Our esteemed International Advisory Board Members include the following Professors/Scholars:

Stephen E. Anderson University of Toronto, *Canada*	**Ibrahim Ahmad Bajunid** INTI University College, *Malaysia*	**Bijoy Barua** East-West University, *Bangladesh*
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Ricardo Chiva University Jaume I, *Spain*	**Aziz Choudry** McGill University, *Canada*	**David Collinson** Lancaster University, *UK*
Christopher Day University of Nottingham, *UK*	**Colin Evers** University of New South Wales, *Australia*	**Alex Faria** Getulio Vargas Foundation, *Brazil*
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Dima Jamali American University of Beirut, *Lebanon*	**Yamuna Kachru** University of Illinois, *USA*	**Alan Kantrow** Moscow School of Management, *Russia*

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Kenneth Leithwood University of Toronto, *Canada*	**Romie Frederick Littrell** Auckland University of Technology, *New Zealand*	**Shantha Liyanage** University of Technology Sydney, *Australia*
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Pak Tee Ng National Institute of Education, *Singapore*	**Stella M. Nkomo** University of Pretoria, *South Africa*	**Narcisa Paredes-Canilao** University of the Philippines, *Philippines*
Martin Parker University of Leicester, *UK*	**Wilfred J. Perera** National Institute of Education, *Sri Lanka*	**Rajesh K. Pillania** Management Development Institute, *India*
Fazal Rizvi University of Illinois, *USA*	**Andreas Schleicher** Organization for Economic Cooperation & Development (OECD), *France*	**Yusuf Sidani** American University of Beirut, *Lebanon*
Peter G. Taylor National Institute of Education, *Singapore*	**Konai Helu Thaman** University of the South Pacific Suva, *Fiji*	**Ethel Agnes P. Valenzuela** SEAMEO Innotech, *Philippines*
Simone Volet Murdoch University, *Australia*	**Allan Walker** Hong Kong Institute of Education, *Hong Kong, China*	**Margaret J. Wheatley** President Emerita, the Berkana Institute, *USA*
Lee Wing On Hong Kong Institute of Education, *Hong Kong, China*	**Wu Zongjie** Zhejiang University, *China*	

4.0 Conference Publications

4.1 Open Call for Papers

The following two Special Issues are connected to the conference but open for all; that is, papers can be submitted to the Special Issues/guest editors, but papers presented at the conference will also be considered.

- *Leadership*, Sage

  Special Issue on

  'Leadership in Asia'

  Submit papers to the guest editors. For the full call for papers, more information on the journal and author guidelines see the journal's homepage at:

  http://www.uk.sagepub.com/journalsProdDesc.nav?prodId=Journal201698
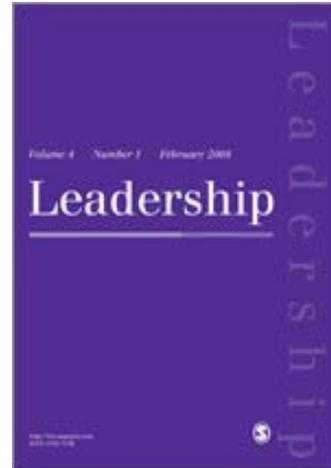
- *Globalizations*, Taylor & Francis

  Special Issue on

  'Globalizations in Asia: Imitation, Adaptation or Innovation?'

  For the full call for papers, more information on the journal and author guidelines see the journal's homepage at:

  http://www.tandf.co.uk/journals/rglo
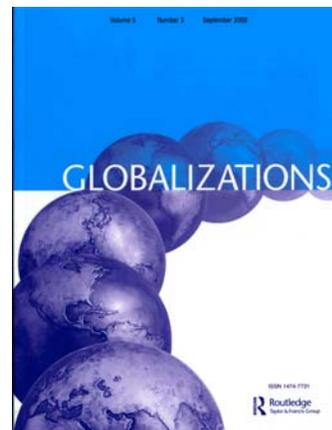
If you want your paper to be considered for any of these Special Issues, please prepare your paper according to the journal's author guidelines, and put the journal's name and the Special Issue title on the cover page of your paper.

4.2 Other Journal Special Issues

The following journals have shown interest in considering collections of papers presented at the conference for Special Issues, provided that there are enough pa-

pers of high academic quality (for those who want their papers to be considered for any of these Special Issues, please prepare your papers according to the particular journal's author guidelines, and put the journal's name and the Special Issue title on the cover page of your paper):

- ***Asia Pacific Journal of Education***, Taylor & Francis

  Special Issue on 'Learning in Asia'

  For more information on the journal and author guidelines see the journal's homepage at:

  http://www.tandf.co.uk/journals/apje

- ***Asian Business & Management***, Palgrave Macmillan

  Special Issue on

  'Humanistic values and social issues in Asian management'

  For more information on the journal and author guidelines see the journal's homepage at:

  http://www.palgrave-journals.com/abm/index.html

- ***The Learning Organization***, Emerald

  Best conference papers on learning organizations, organizational learning and/or knowledge management in Asia, will be considered for a Special Issue titled,

  'Learning organizations: the Asian perspective'

  To be published in TLO in November 2011 (issue 6, volume 18).

  For more information about the journal and author

guidelines see the journal's homepage at

http://info.emeraldinsight.com/products/journals/jounal
s.htm?PHPSESSID=vj08f90a32puisqva4eje1aci4&id=tlo
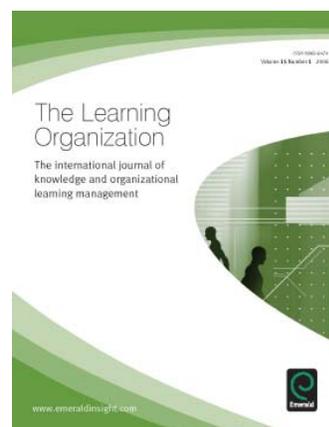
4.3   Other Publications

Other publications, containing collections of papers from the conference, might also be considered, like Special Issues of other journals and edited books. It is, however, too early to say which other publications there might be. This is to be sorted out as the full papers are submitted and presented, especially, by the conference organizers and International Advisory Board members, during the post-conference. It depends, of course, on what the submitters choose to focus on in their papers, as well as the academic quality of submitted papers.

5.0   Submissions

Asia, of course, presents a rich array of diverse cultures and religions. Submitters should feel free to choose to focus on any particular part, region, culture or religion in Asia or on Asia in general.

We also welcome academics from various fields with an interest in leadership and/or learning, e.g. management, education, leadership, human resource management/development, organizational behavior, learning and technologies, psychology, sociology, political science, etcetera. Papers are welcome on formal as well as informal leadership, and on adult learning as well as school education. Moreover, the submissions should not be limited to examining learning in formal/institutional settings only; we look at learning contexts more broadly so as to include the informal settings, the community or extra-institutional spaces as well.

Any kind of academic work is welcome, such as case studies, other empirical work, literature reviews, conceptual papers, etcetera. However, in the contributions, we look for original work that has not been published already or submitted elsewhere for any such consideration.

5.1   Specific Guidelines for Contributors

5.1.1   Abstract Submission:

Anyone with an interest in the conference themes is welcome to submit an abstract of between 400 and 500 words. Abstracts should clearly specify the focus and thematic emphasis of the paper; identify the methodology employed, the sources of data from where the findings emerge (wherever applicable); highlight key findings to be presented in the paper.

The final date for abstract submissions is **March 31, 2010**.

The abstracts will be reviewed by the international advisory board members, and acceptance notification is due by June 15, 2010.

The abstract can only be submitted through the following link:
https://www.conftool.com/ellta2011/

For submissions, first you have to create an account on the above link. Then, submit your abstract by clicking 'your submissions' and 'final upload'.

If your abstract is approved, you will be required to submit a full paper. A failure to do so may result in exclusion from the conference.

5.1.2   Full Paper Submission:

If you want your full paper to be considered for any of the Special Issues of journals that will be published, with collections of papers from the conference (see details under, 'Conference Publications'), then please prepare your paper in accordance with the specific journal's guidelines for authors available on their website, and put the journal's name on the cover page of your paper.

For papers that are submitted to the conference without any specific link to any of the Special Issues, please prepare your paper in accordance with the APA formatting and style guide (word length 5000-7000). Please single-space the text throughout.

The deadline for full paper submissions is **December 15, 2010**.

More specific guidelines for paper submissions will be uploaded later. Please keep visiting conference website for updates and information.

6.0   Conference Venue

The conference will be hosted by the ***Asia-Europe Institute***, *University of Malaya, Kuala Lumpur, Malaysia* (see website for more details).

7.0   Conference Participation

The maximum number of delegates is estimated to be around 300.

8.0   Conference Fee

Specific details are to be announced soon on the website. We can, however, assure you that the fee will be moderate, in order to make the conference accessible for as many as possible.

9.0   Conference Language

The official conference language is English. All papers must be in English. Presentations in other languages than English could be accepted, if the delegate does not speak English or speaks poor English, provided that the delegate's home university finances simultaneous translation at the conference.

10.0   Conference Program

The intention is to distinguish between paper presentations and idea presentations. All accepted papers will be presented in smaller groups of delegates, in which all have read the papers and are ready to give feedback to the paper presenter. The exact division into groups will be decided on the basis of the submitted papers. Another point of departure for the group division is the Special Issues of collections of papers from the conference that some highly ranked international academic journals have shown interest in publishing.

A few delegates will be selected and asked to initiate debates, by presenting their research idea (rather than the paper) in theme-based sessions, and thereby initiating debates.

Key note speakers will be announced later.

There will be lots of time and space for informal interaction during the conference.

Details of the conference programme will be uploaded on the conference website in due course. However, a post-conference meeting with Advisory Board Members, Conference Hosts and Conference Organizers will be arranged to explore and extend the possibilities of further collaboration in this area (e.g. special issues for journals, edited books, collaborative research projects/comparative studies; other joint writings; participation through online community of inquirers/practitioners/learners; collaborative education projects, etcetera).

11.0   Important Dates

11.1   Submission Deadlines

Abstracts	March 31, 2010
Notification of acceptance	June 15, 2010
Full papers due	December 15, 2010

11.2   Registration Deadlines

Early bird registration dates:	By July 31, 2010
Registration closing dates:	By October 15, 2010

Registration for conference opens on 16 June, 2010 – the day after acceptance notification. The intention is that ELLTA 2011 shall be a working conference. For this reason, paper presenters have preference, although others are also welcome (subject to availability of spaces).

To register for the conference (starting date 16 June 2010), log on to the conference website (http://ellta.org/)

12.0   Conference Organizers

Anders Örtenblad is a Swedish PhD in Business administration (currently looking for a new job). Throughout 20 years of his career he has made research and taught at 3 different Swedish universities. Main research interests include organizational learning and the spread of management ideas. Lately, he has taken a great interest in the assumption of universalism that permeates many management ideas as well as management theories. Anders' publication list includes, among others, articles in Management Learning and Human Relations, and a few text books in Swedish. He is an associate editor of International Journal of Management Reviews and additionally a member of four other editorial boards of international academic journals. Anders has an interest in management education per se, and teaches organizational behavior and leadership using various methods, among which are experience-based learning, student-centered learning, and debating.

Contact Anders Örtenblad at: andersortenblad@yahoo.com

Muhammad Babur is working at the Aga Khan University's Institute for Educational Development as a Senior Instructor and Project Coordinator for a mega project, 'ED-LINKS – Links to Learning', funded by USAID for improving the quality and outcomes of education in Pakistan. He has had extensive and diverse experience of designing and offering programmes in the area of leadership and management for a variety of contexts and clientele, ranging from teacher educators, head teachers, district education officers to naval officers in developing countries. His professional interests are in areas such as, strategic planning, organizational learning, and leadership and learning. His work has been published nationally and internationally, and he has been part of advisory boards for research and dissemination. His pedagogical and research inter-

ests are rooted in bringing out contextual and cultural meanings and perspectives. Therefore, given his background and extensive work in Asian contexts, he has developed a keen interest in understanding what would leadership and learning look like from Asian perspectives. He is a recipient of various awards including fellowships with the University of Manchester, the University of Melbourne and, very recently, he has been awarded the Merit Award for 'Scholarship of Teaching' by the Aga Khan University.

Contact Muhammad Babur at: baburanwer@gmail.com

Roshni Kumari is currently a Senior Instructor and Coordinator, Research and Policy Studies at the Aga Khan University's Institute for Educational Development. Her academic background is in English Linguistics and Educational Leadership and Management. Throughout her professional career, research and related engagements have remained at the forefront. She has worked on a number of research projects and published both, nationally and internationally. She has also served on numerous advisory boards for research, dissemination and advocacy. She aspires to make a positive difference in the lives of others through contributing to the efforts made for educational improvement in Pakistan and other developing countries. Her teaching and research interests, therefore, are broadly rooted in the overall educational improvement and development; however, specific interests currently include leadership and learning, strategic planning, organizational learning and policy studies. She has had diverse experiences of designing and teaching on leadership and management programmes for teachers, teacher educators and educational managers (head teachers, district and provincial education managers, naval services, etcetera) in developing countries, in general, and Asia, in particular. Having worked in the educational contexts of Asia, she has developed a keen interest in deepening understanding about Asian perspectives on leadership and learning.

Contact Roshni Kumari at: [roshni_kumari_**r**k@yahoo.co.uk](roshni_kumari_rk@yahoo.co.uk)

13.0 Conference Website

http://ellta.org/

Please, note that the website will continue to evolve as more specific details get updated on the website. Therefore, you are encouraged to look for further updates on the conference website on an on-going basis (e.g. regarding conference fees, keynotes and programme details or any other changes).

14.0 Contact Us

You may contact us via the following:

E-mail	inquiries@ellta.org
Alternate address:	ellta.conference@gmail.com

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