

ISLC Keynote Presentation outline

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Emplacement: A New Place for Studying Leadership

Whilst the question 'where is leadership created?' has been considered in leadership studies, especially with reference to its contextual, cultural and local (indigenous, ethnic) dimensions, the notion of *place* has received relatively scant attention. Where reference has been made to leadership in relation to place and place in relation to leadership we note a tendency to account for the 'locale' that place represents, a 'setting' or even a 'container' for actions and social relations in time and space in a knowledge economy which is ever expanding. However, another perspective on place itself and its centrality in more fully accounting for the unfolding of leading and leadership in practice could be formulated drawing on the 'sense of place'. This accords with the growing emphasis on 'emplacement', a perspective advanced in studies of anthropology. Emplacement extends our understanding of place as more than an ecological import expanding the socio-materiality of social practices like leadership, to account instead, for the constellations of processes that reflect the 'throwntogetherness', 'event', and 'situatedness' of our humanity. In other words, emplacement arrests the power of sensations as driving forces propelling the capacity to lead, when the choices made are reflecting the character and conscience and not only competence. This is also why emplacement is positioned as an extension of embodiment, because it offers a more nuanced appreciation of how and why learning reflects the social, material and environmental conditions shaping leadership practices. It provides a much richer account of the performativity of leading and leadership, because it draws attention to the role of sensory forces that impact the political and ideological agendas and power relation which remain integral to learning leadership. Practising leading and leadership through a lens of emplacement is the unfolding of adjustments and refinements in the midst of acting often akin to entreprenuring, shifting our efforts to study leading and leadership beyond its work and instead, the workings of growing humanity. Emplacement offers a way of studying leading and leadership by focusing on 'being at home' – feeling safe being vulnerable – an 'eco-logy' to account for the essence of the notion of *ecos* (from the Greek 'oikos' meaning home) Eco-logy as home making, remind us that goods, services, labour and land are all part of the socio-political context that shape and define the eco-nomy.



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makers and not only other scholars across disciplines and countries to address topical issues including:

* *Organisational and Individual Learning* by focusing on personal and collective growth.

* *Leadership* research by focusing on the role of virtues, character and conscience as integral to the practice of leading.

* *Professions and Professionalism* by reframing the impact of conduct and not only competence in professional practices.

* *Impact of Management Research and Critical Management Education* in cultivating reflexive critique as a critical capacity to learn to make a difference by serving the common good in society (globally).