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Nota di contenuto	Chapter 1. Agency at work, learning, and professional development: An introduction (Michael Goller & Susanna Paloniemi) -- Part I. Conceptual and theoretical issues -- Chapter 2. Bounded agency in professional lives (Karen Evans) -- Chapter 3. Intrapreneurship competence as a manifestation of work agency: A systematic literature review (Michaela Wiethe-Körprich, Susanne Weber, Sandra Bley, & Christine Kreuzer) -- Chapter 4. Three aspects of epistemological agency: The socio-personal construction of work-learning (Raymond Smith) -- Chapter 5. Human agency at work: Towards a clarification and operationalisation of the concept (Michael Goller & Christian Harteis) -- Chapter 6. Expanding the notion of agency: Introducing grit as an additional facet of agency (Hye Won Kwon) -- Chapter 7. Agency, learning and knowledge work: Epistemic dilemmas in professional practices (Nick Hopwood) -- Chapter 8. Proactive employees: The relationship between

work-related reflection and innovative work behaviour (Gerhard Messmann & Regina H. Mulder) -- Chapter 9. The reciprocal relationship between emotions and agency in the workplace (Päivi Hökkä, Katja Vähäsantanen, Susanna Paloniemi, & Anneli Eteläpelto) -- Chapter 10. Emerging conceptualisations on professional agency and learning (Anneli Eteläpelto) -- Part II. Empirical and methodological issues -- Chapter 11. Individuals' mediation of learning professional practice: Co-working and learning to prescribe (Stephen Billett & Christy Noble) -- Chapter 12. Working relationally on complex problems: Building capacity for joint agency in new forms of work (Anne Edwards, Carmen Montecinos, Jennifer Cádiz, Paloma Jorratt, Lizette Manriquez, & Carolina Rojas) -- Chapter 13. Professional agency and creativity in information technology work (Kaija Collin, Soila Lemmetty, Sanna Herranen, Susanna Paloniemi, Tommi Auvinen, & Elina Riivari) -- Chapter 14. Learning occupational practice in the absence of expert guidance: The agentic action of Australian home care workers (Debra Palesy & Stephen Billett) -- Chapter 15. Professional virtues and agency at work: An ethnography of software developers (Mira Ylén) -- Chapter 16. Researching teachers' agentic orientations to educational change in Finnish schools (Antti Rajala & Kristiina Kumpulainen) -- Chapter 17. Transformative agency and the development of knotworking in building design (Hannele Kerosuo) -- Chapter 18. An agency-promoting learning arena for developing shared work practices (Katja Vähäsantanen, Susanna Paloniemi, Päivi Hökkä, & Anneli Eteläpelto) -- Chapter 19. Measuring intrapreneurship competence as a manifestation of work agency in different educational settings (Christine Kreuzer, Susanne Weber, Sandra Bley, & Michaela Wiethe-Körprich) -- Chapter 20. Self-directedness in work-related learning processes. Theoretical perspectives and development of a measurement instrument (Isabel Raemdonck, Jo Thijssen, & Maurice de Greef) -- Chapter 21. Proactive feedback-seeking, teaching performance, and flourishing among teachers in an international primary school (Jade Harwood & Dominik E. Froehlich) -- Chapter 22. Reflections on empirical and methodological accounts of agency at work (Crina I. Dama, Dominik E. Froehlich, & Andreas Gegenfurtner) -- Part III. Concluding comments -- Chapter 23. The multifaceted nature of agency and professional learning (Susanna Paloniemi & Michael Goller).

Sommario/riassunto

The present book collects, integrates, and discusses the range of perspectives and discourses on agency at work. In addition, the book compiles the empirical research that has been generated by various perspectives. The chapters deal with the relationship between (a) agency at work, and (b) professional learning and development. They encompass a wide variety of working life domains and/or contexts, and are based on a broad range of epistemological and theoretical standpoints. This volume is not only thought to bring together current research, but also to foster the contemporary discourse on workplace agency a few steps further. Although the book strongly focuses on research originating in the field of workplace learning, its contents may be of interest to researchers from other scientific domains, such as socio-cognitive and development psychology, organisational behaviour, leadership, economics, life-course research, and philosophy.
