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| Altri autori (Persone)  | KumarPrem<br>RamseyPhil  |
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| Soggetti                | Organizational learning<br>Employees - Training of<br>Performance<br>Electronic books.   |
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| Note generali           | Description based upon print version of record.  |
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| Nota di contenuto       | FOREWORD Dave Ulrich; CONTENTS; INTRODUCTION; 1. Learning and Performance: Rethinking the Dance Phil Ramsey; INTRODUCTION; DILEMMAS - THE FOUNDATION OF THE DANCE; DANCE STEPS OF CULTURES; DANCING TOWARD PERFORMANCE; ASSUMPTIONS; COMMITTING TO A BETTER DANCE; LEARNING'S PLACE IN ORGANISATIONS; 2. A Short History of Learning John Seely Brown and Estee Solomon Gray; IT TAKES 20 YEARS...; A DECADE DISTILLED; CREATING LEARNING CULTURES: WHAT'S NEXT?; CONCLUSION: A TWENTY-FIRST CENTURY INTUITION; 3. When Learning and Performance are at Odds: Confronting the Tension Sara J. Singer and Amy C. Edmondson<br>INTRODUCTIONLEARNING AND PERFORMANCE IN TEAMS AND ORGANIZATIONS; LEARNING LEADS TO PERFORMANCE IMPROVEMENT; PERFORMANCE CAN APPEAR TO SUFFER FOLLOWING A COLLECTIVE LEARNING INITIATIVE; The visibility problem; The worse-before-better problem; LEARNING FROM FAILURE IS DIFFICULT; Psychological and organizational barriers; Learning from small and large failures; THE LEARNING MINDSET ACROSS DIFFERENT LEVELS OF ANALYSIS; Advocacy and inquiry orientations; Confirmatory and exploratory responses; |

Learning-oriented and coping-oriented approaches; Organizational exploitation and exploration  
Organizing to learn and organizing to execute  
LEARNING COMES AT A COST TO CURRENT PERFORMANCE; LEADING ORGANIZATIONAL LEARNING; Diagnose the situation and respond accordingly; Embrace failure; Maintain flexibility and shift as needed; IMPLICATIONS FOR PERFORMANCE MEASUREMENT; CONCLUSIONS; REFERENCES; 4. The Work of Knowledge Management Made Real Margaret Wheatley and Myron Rogers; KNOWLEDGE MANAGEMENT IS A SURVIVAL SKILL; BELIEFS THAT PREVENT KNOWLEDGE MANAGEMENT; SOME PRINCIPLES THAT FACILITATE KNOWLEDGE MANAGEMENT; THE ORGANISATIONAL CHALLENGE  
5. What Can Leaders Do? Marilyn J. Darling and David C. Flanigan  
THE STRUCTURE OF LEARNING IN A DYNAMIC ENVIRONMENT; EMERGENT LEARNING; AFTER ACTION REVIEWS; EL Maps; WHAT CAN LEADERS DO?;  
1. Build alignment around a vision and hold everyone - including yourself - accountable for getting there.; 2. Be a role model for learning: be humble and curious, and take action on learning.; 3. Insist on learning through action: treat plans as hypotheses to be tested, and link lessons from the past to plans for the future.; WHAT CAN HUMAN RESOURCES AND ORGANIZATIONAL LEARNING TEAMS DO?  
1. Act as a team coach, not as an expert. 2. Collaborate with leaders to identify and build training around core skills and common conditions.; 3. Coach leaders on how to create a learning climate.; WHAT'S POSSIBLE?; REFERENCES; 6. Doggie Treats and the Core Group Art Kleiner; THE NUMBERS; A SENSE OF VERNACULAR; THE PROBLEM OF BIGNESS; THE CHALLENGE; 7. Essence of Strategy: Controversial Choices Aneel Karnani; CONTROVERSIAL CHOICES; A VISION IS NOT A STRATEGY; CAUSES OF CONTROVERSY; THE PLANNING PROCESS; CONFRONTING DIFFERENCES; GENERATE CONFLICT; CONFLICT MANAGEMENT; UNDERSTANDING TRADE-OFFS  
CONFLICT RESOLUTION

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Sommario/riassunto

Learning and performing profoundly affect our results and actions. Yet getting the balance right is a challenge to individuals and organisations. While performing is about meeting the demands placed upon us, learning expands our capacity to meet future demands. Everyday successes and failures are shaped by the way we balance learning and performing. More than just actions, balance involves a set of values that are fundamental to the successful operation of organisations. These values are key dimensions around which organisational cultures form. Unfortunately, achieving balance is like a dance

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