

1. Record Nr.	UNINA9910511387003321
Autore	Bevan S (Stephen)
Titolo	21st century workforces and workplaces [[electronic resource] ] : the challenges and opportunities for future work practices and labour markets // Stephen Bevan, Ian Brinkley, Zofia Bajorek and Cary Cooper
Pubbl/distr/stampa	London, : Bloomsbury Business, 2018
ISBN	1-4729-0501-6 1-4729-0500-8
Descrizione fisica	1 online resource (ix, 386 p.) : ill
Altri autori (Persone)	BrinkleyIan BajorekZofia CooperCary L
Disciplina	331.1
Soggetti	Work - History - 21st century Work environment - 21st century Labor supply - 21st century Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	Every day, workplace decisions are made that directly impact and change the workforce of tomorrow. From the way we are managed to the rewards we receive, all aspects of our work life are determined by the changing dynamics of the workplace. Recent concerns about globalisation, productivity and the introduction of new technologies have raised questions about the future of the workforce and job security. But are these concerns really justified? 21st Century Workforces and Workplaces charts, explains and analyses the past five years, which has seen the rewriting of much of what we thought we knew about employment and how workplaces respond to pressure. The book also outlines what hasn't changed and, in doing so, distinguishes myth from reality. Stephen Bevan, Ian Brinkley, Zofia Bajorek and Cary L. Cooper combine their considerable expertise to discuss the critical questions for any member of any workplace, including: Are permanent, long-term jobs a thing of the past? Does work have to be a 'place'? How

will future managers be selected, educated and developed? What is the future for trade unions? Beyond pay, how will rewards evolve to incentivise workers alongside responsible capitalism? Are we seeing the end of retirement? This book takes what we know and projects how the future labour market will develop. 21st Century Workforces and Workplaces asks what sort of work environments we want to see in 2025 and what we can do today to help bring about the necessary changes.

2. Record Nr.	UNINA9910779657703321
Titolo	Interplays between dialogical learning and dialogical self [[electronic resource] /] / edited by M. Beatrice Ligorio, Margarida Cesar
Pubbl/distr/stampa	Charlotte, NC, : Information Age Pub., c2013
ISBN	1-62396-066-5
Descrizione fisica	1 online resource (511 p.)
Collana	Advances in cultural psychology
Altri autori (Persone)	CesarMargarida LigorioM. Beatrice WegerifRupert <1959->
Disciplina	306.43
Soggetti	Educational sociology Identity (Psychology)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents -- Preface: From Ruptures To Rich Points -- Introduction: Dialogical Learning And Dialogical Self -- Section I: Dialogical Approach To Learning -- Chapter 1: Dialogical Knowing And Believing -- Chapter 2: Learning To Think As Becoming Dialogue -- Chapter 3: Argumentation in the Piagetian Clinical Interview -- Commentary To The First Section "dialogical Approach To Learning: "Dialogue About Dialogue -- Section II: Crossing Contexts: Identities At The Borders Chapter 4: Cultural Elements As Means Of Constructing The Continuity Of The Self Across Various Spheres Of Experience -- Chapter 5: "nowadays I Think, "Wow: I Made It"" -- Chapter 6: Collaborative Work, Dialogical Self And Inter-/Intra-Empowerment Mechanisms -- Chapter

7: The Dialogic Construction Of Agency In Classroom Communities --  
Chapter 8: Educational Self -- Chapter 9: Parent-Teacher  
Conversations In Multiethnic Schools -- Commentary To The Second  
Section "crossing Contexts: Identities At The Borders": Collisions,  
Confrontations, And Collaborations Of The Self In Culture Section III:  
Contexts And Interactive Interplays To Develop The Self -- Chapter 10:  
Exploring Dialogic Opportunities For Learning And (Re)Negotiating  
Selves -- Chapter 11: Blended Learning As A Context For Dialogical  
Access To Zones Of Proximal Development -- Chapter 12: Being Aspie  
Or Having Asperger Syndrome -- Chapter 13: Dialogic Learning In  
Teachers "Professional Identities" -- Commentary to the Third Section,  
Contexts and Interactive Interplays to Develop the Self -- Dialogism  
and Otherness in Self-Development -- Conclusion -- References.

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