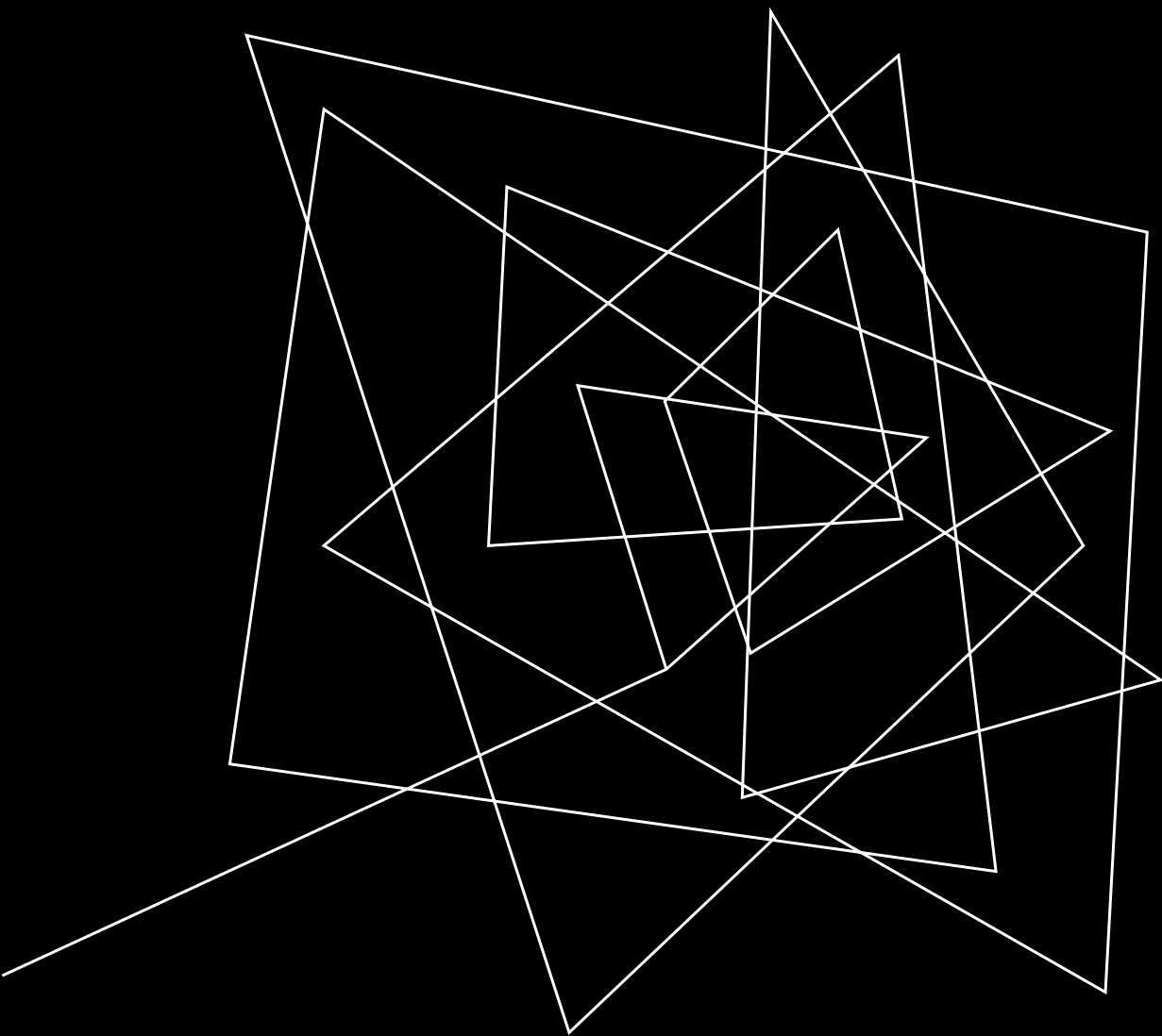


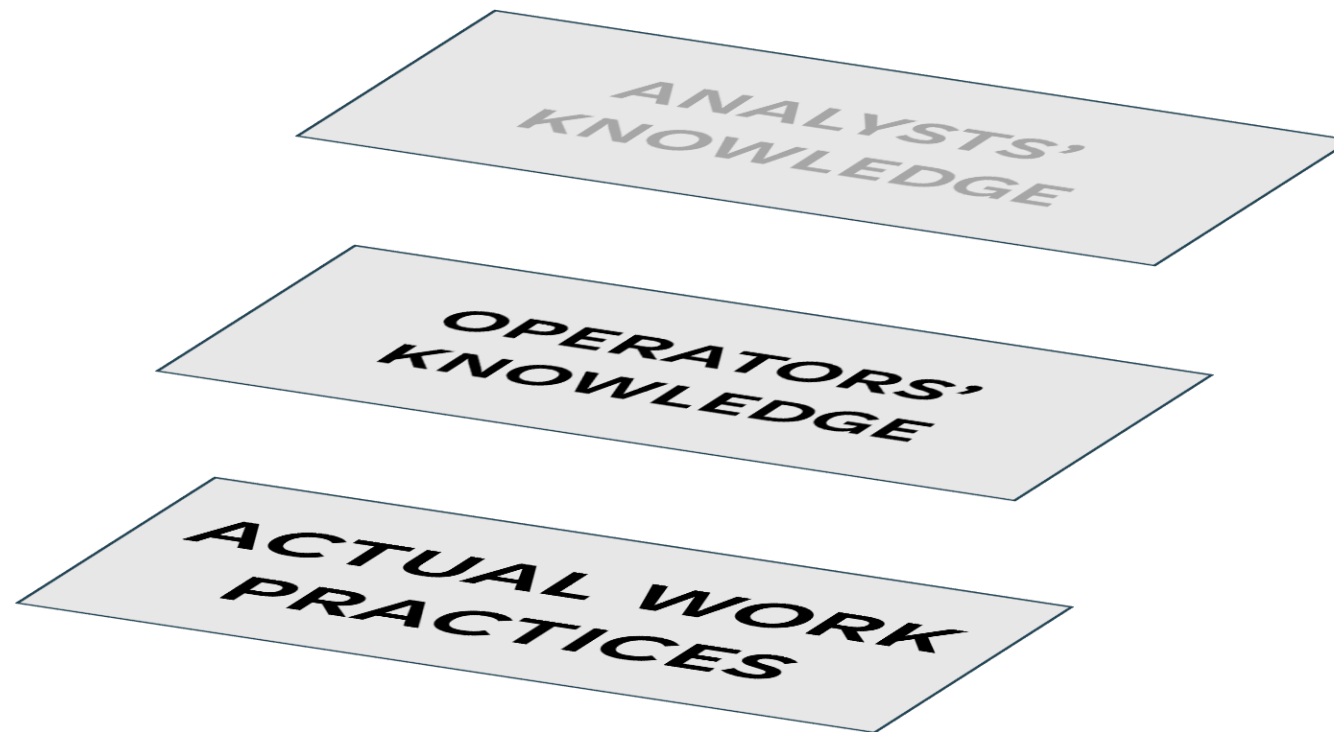


WHAT DOES IT MEAN **“TO LEARN VIA FRAM”**?

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KNOWLEDGE MANAGEMENT IN THE CONTEXT OF FRAM



KNOWLEDGE MANAGEMENT IN THE CONTEXT OF FRAM

Work as Imagined on WAI

WAI analyst of WAX

Work as Imagined

**WAI operators; WAO;
WAP; WADi; etc.**

Work as Done

WAD



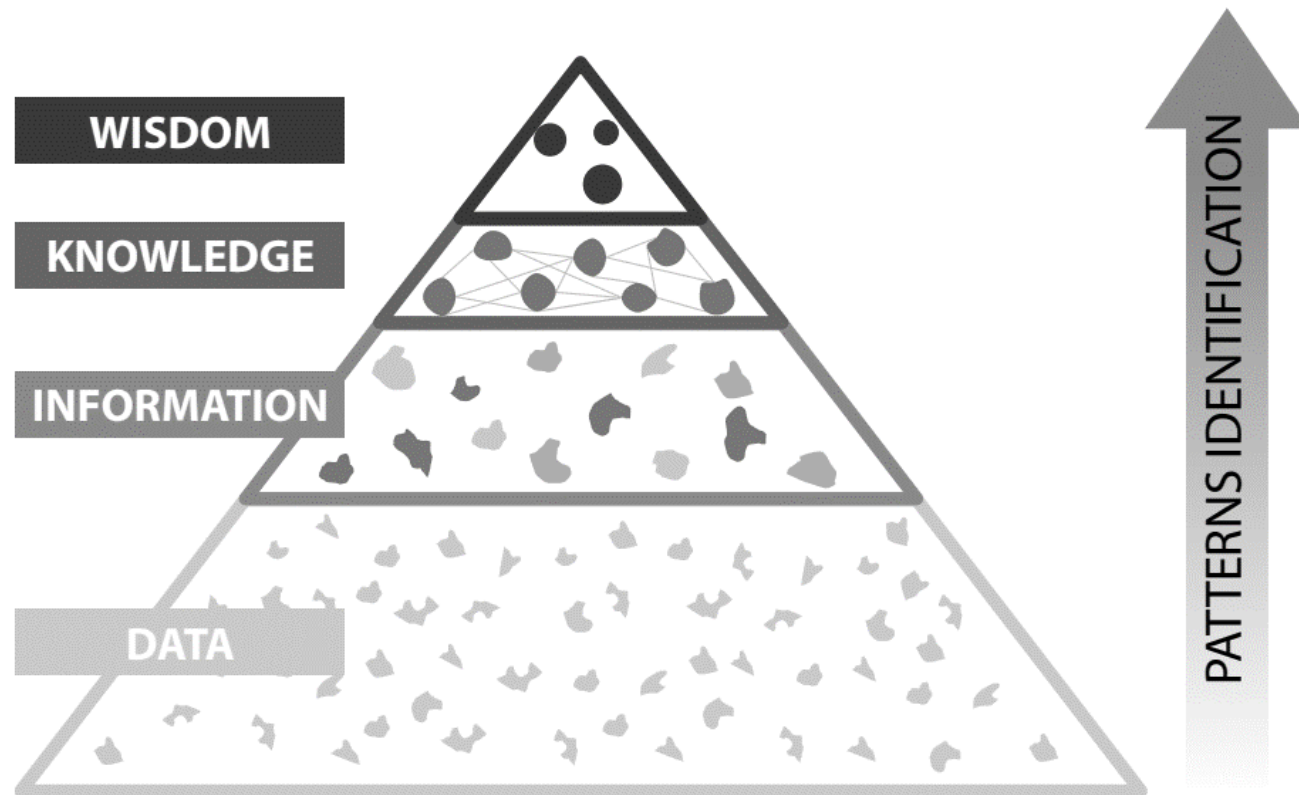
Safety Science
Volume 136, April 2021, 105142

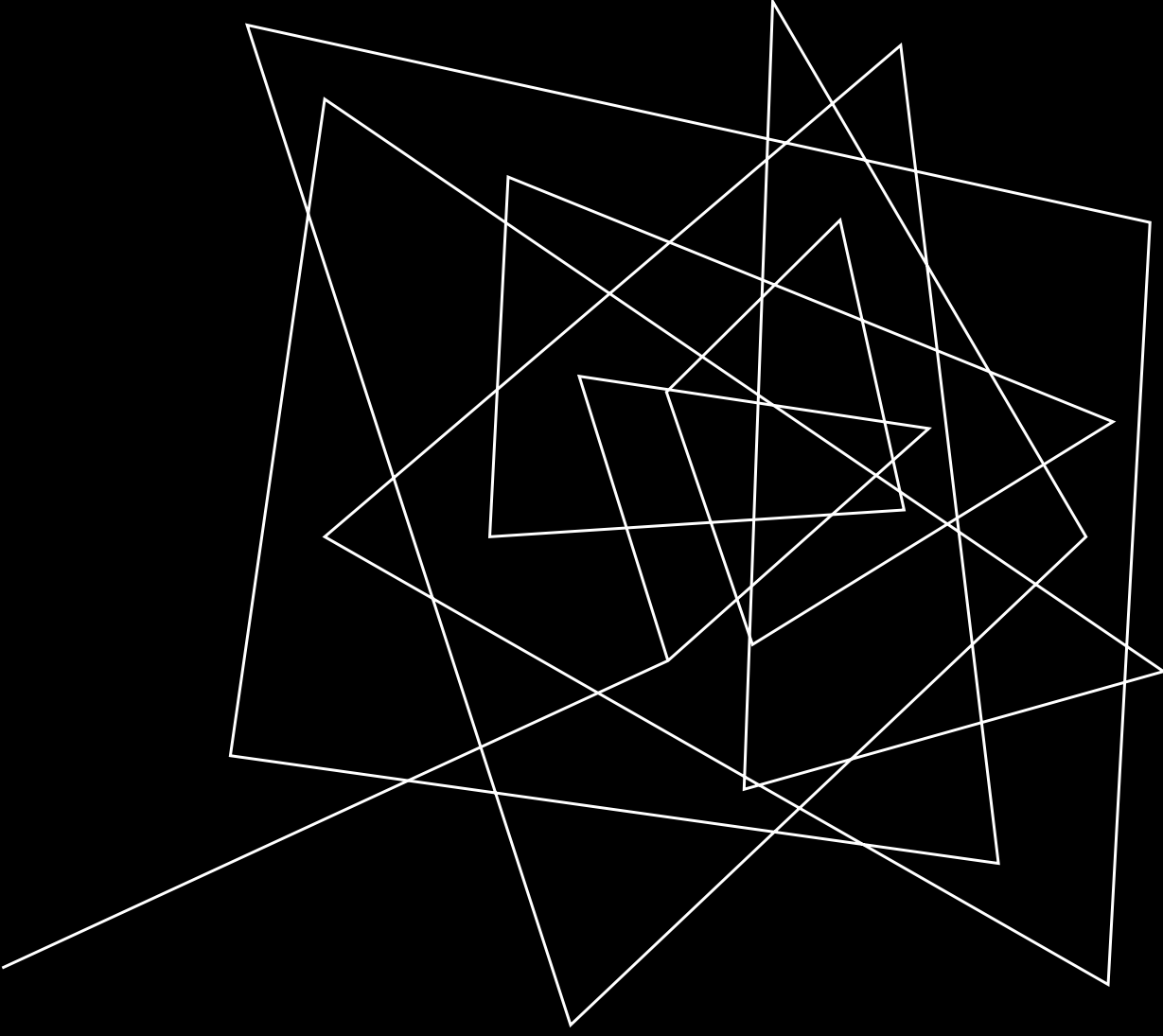


**WAX: An integrated conceptual framework
for the analysis of cyber-socio-technical
systems**

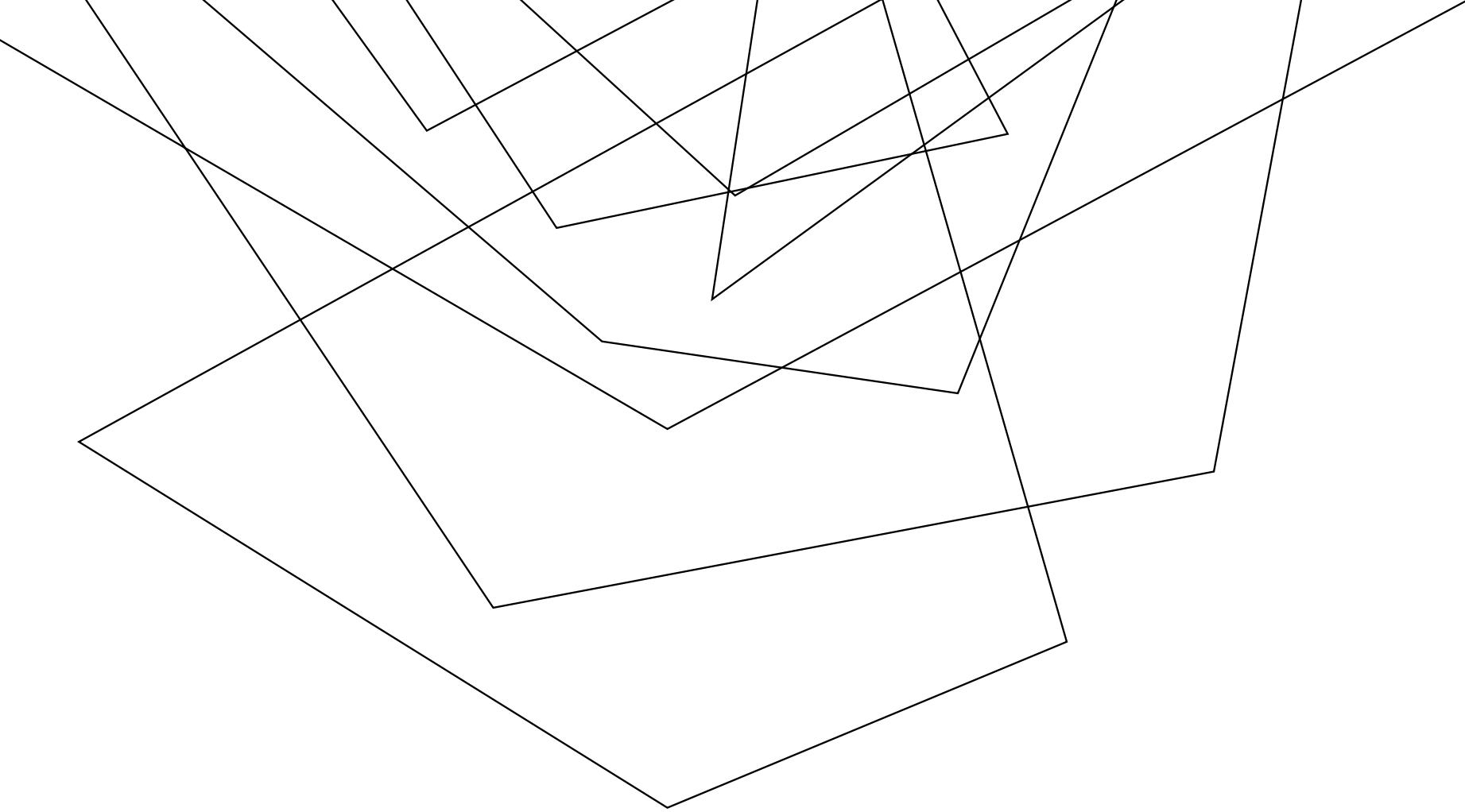
Riccardo Patriarca ^a , Andrea Falegnami ^a, Francesco Costantino ^a, Giulio Di Gravio ^a,
Antonio De Nicola ^b, Maria Luisa Villani ^b

KNOWLEDGE MANAGEMENT IN THE CONTEXT OF FRAM





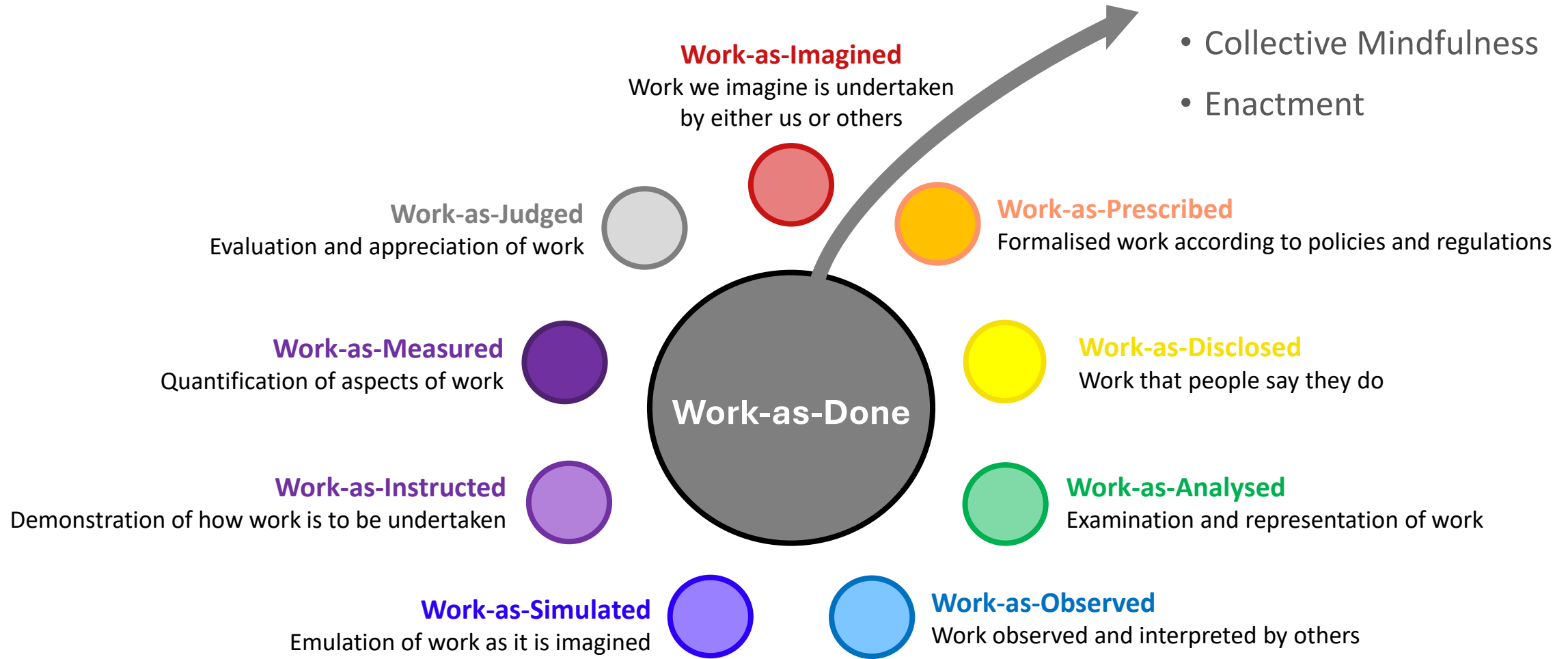
HOW SHOULD A
FRAM MODEL BE
TO **FAVOUR**
LEARNING?



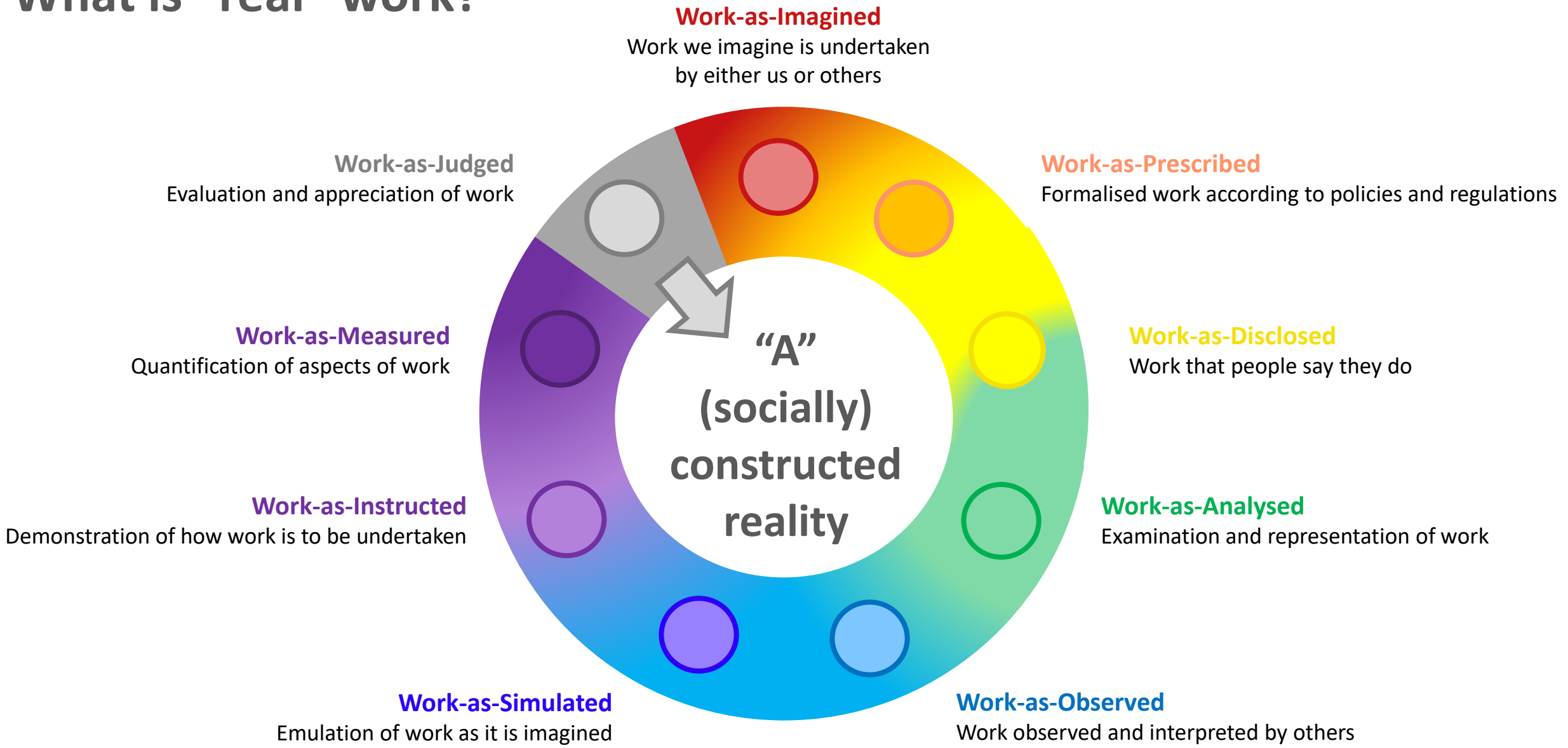
WHAT I HAVE LEARNED...

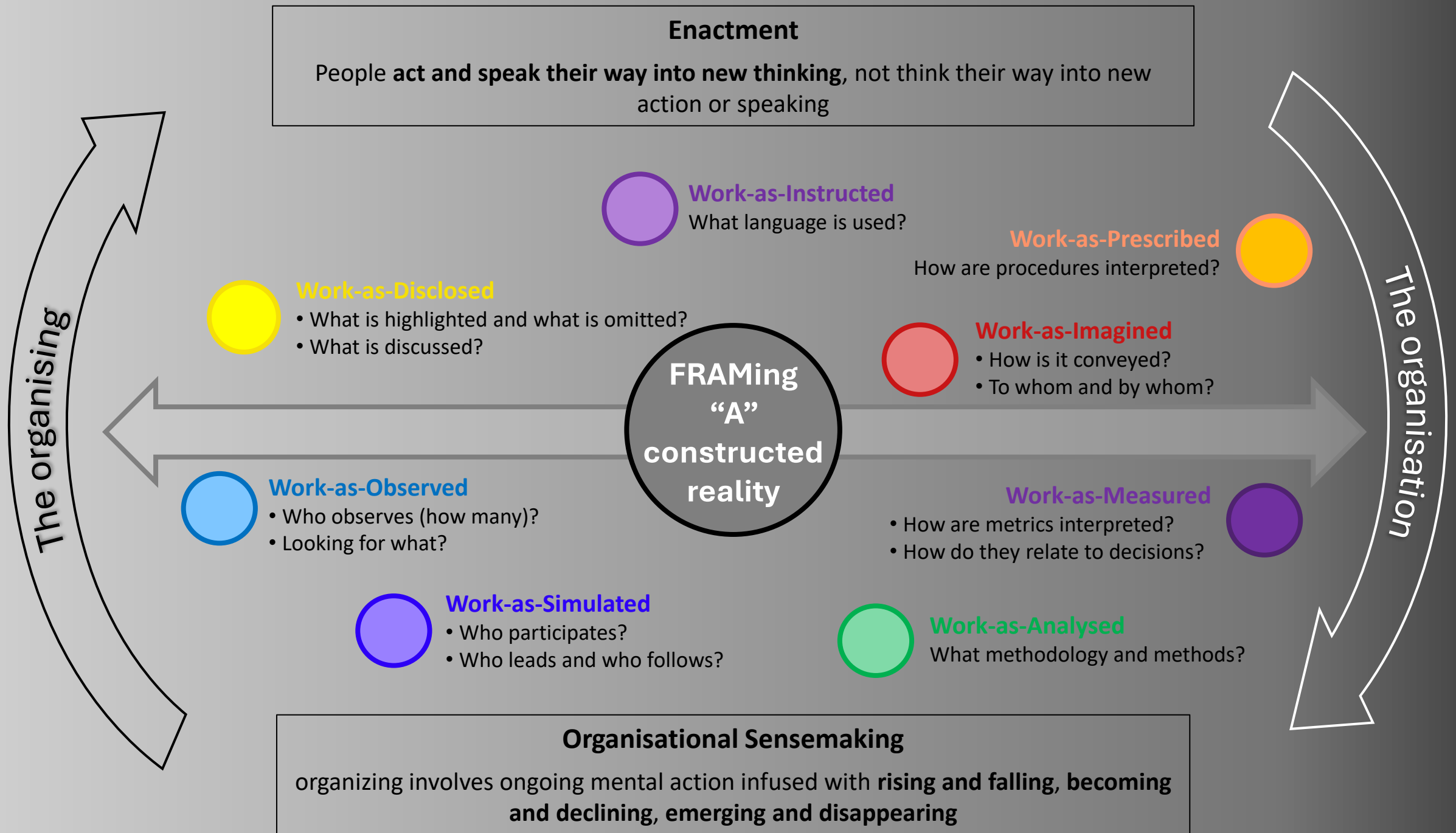
What can we (ought to) learn about...

WAD is as much imagined as WAI



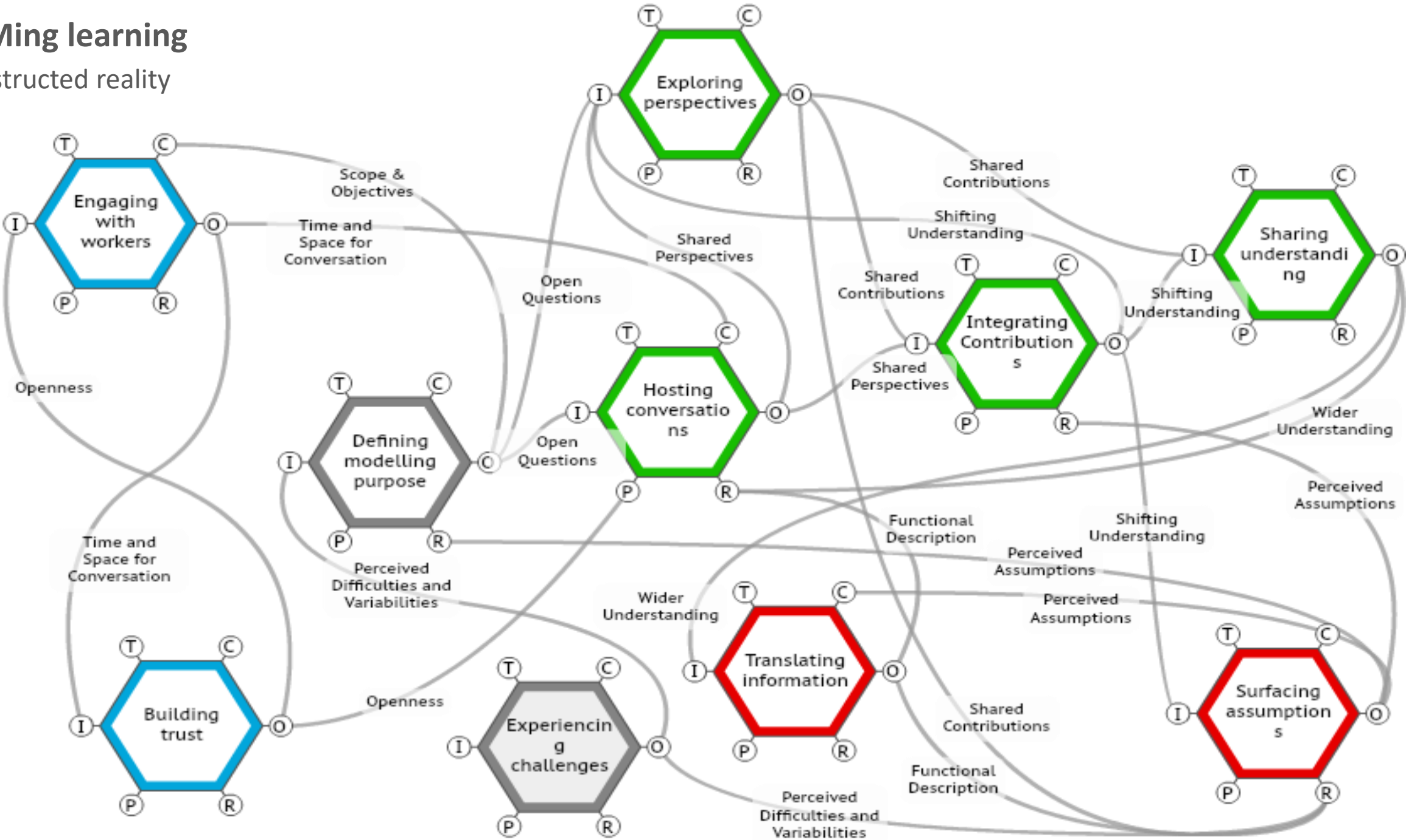
What is “real” work?



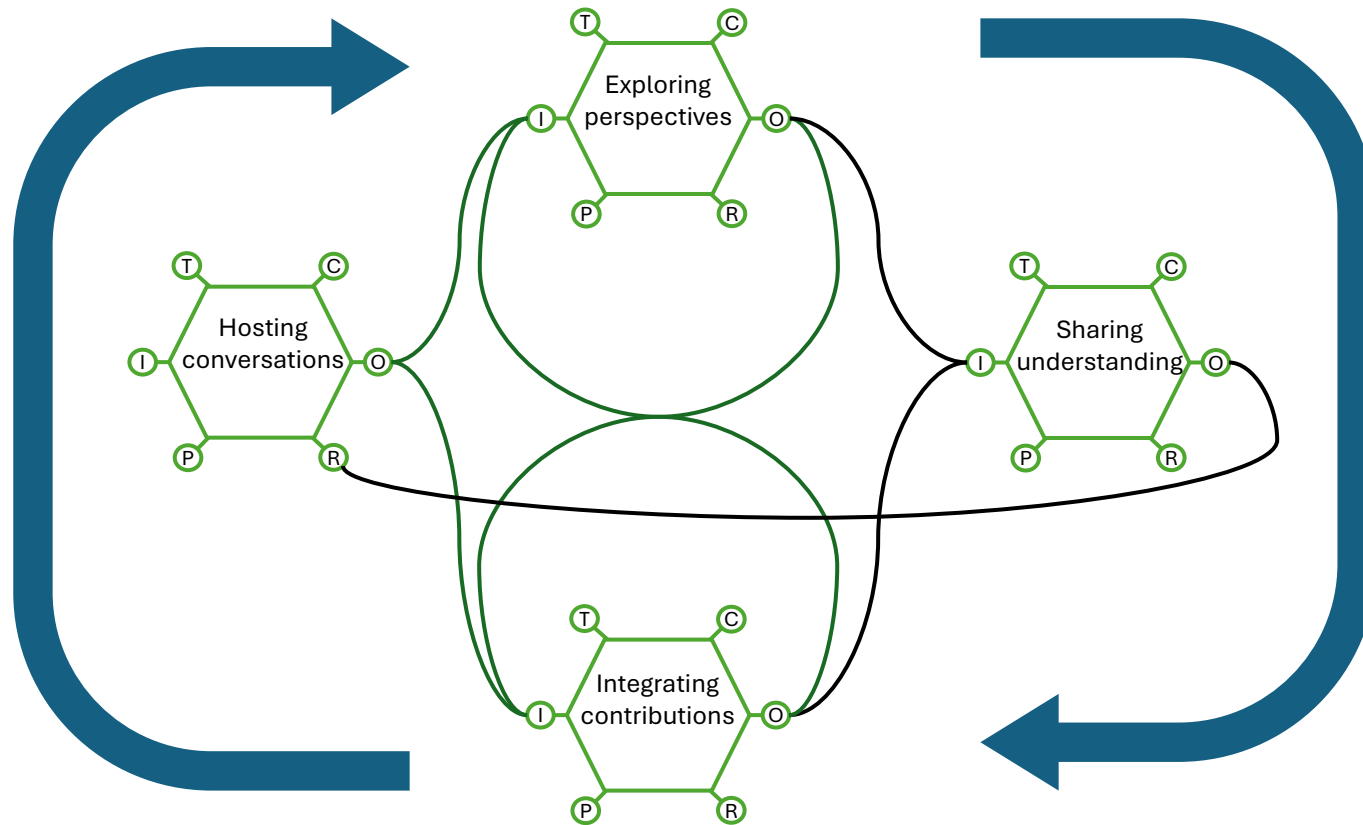


FRAMing learning

A constructed reality



Feedback loops as dialectics of Enactment and Organisational Sensemaking



Dialectics as ...

- Enacting versus tackling ambiguity
- Individual reflection versus Collective Mindfulness
- Listening versus speaking and asking questions



Functions as ...

- Challenges to be overcome
- Tasks to be negotiated against other tasks
- An action, need or demand in relation to others

Learning via FRAMing

What are we modelling?

- The oversimplified view of WAD–WAI has hampered learning – **Isn't FRAMing really about the messy grey areas?**
- Performance variability emerges from unobservable conflicts and ambiguity – **How are these captured in modelling exercises?**
- Modelling focuses **too much on tangible aspects of organisation**, leaving aside the **key aspects of organising**, which are the foundations for understanding diversity and variability

Learning requires...

- Socially enacting new understandings
- Constructing Organisational Sensemaking
- Tackling ambiguity emerging from conflicts