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Answer each of the following ten questions "yes" or "no." Record your answer to each question manually as

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you go. In my
personal life... 1.

When I see
something I want, I'll
wait to buy it if I don't
have room for it in my
budget. 2. I make
appointments for
annual physical
checkups. 3. I have
set exercise and
weight goals for
myself. 4.

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employers seek. In
this course, students
will learn what
workplace ethics are -
and aren't.

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In the spring of 2010,
Harvard Business
School's graduating
class asked HBS

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Professor Clay

Christensen to

address them—but not

on how to apply his

principles and thinking

to their post-HBS

careers. The students

wanted to know how

to apply his wisdom to

their personal lives.

He shared with them

a set of guidelines

that have helped him

find meaning in his

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own life, which led to this now-classic article. Although Christensen's thinking is rooted in his deep religious faith, these are strategies anyone can use. Since 1922, Harvard Business Review has been a leading source of breakthrough ideas in management practice.

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managers around the world.

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“Make sure your students follow your instructions.” That

sounds like a

straightforward

instruction, but in fact, it's fairly abstract.

What does a teacher actually have to do to make sure students are following? Even

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the leader delivering this direction may not know, and the first-year teacher almost certainly doesn't. The vast majority of teachers are only observed one or two times per year on average—and even among those who are observed, scarcely any are given feedback as to how

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they could improve.

The bottom line is

clear: teachers do not
need to be evaluated

so much as they need

to be developed and
coached. In *Get*

Better Faster: A

90-Day Plan for

Coaching New

Teachers, Paul

Bambrick-Santoyo

shares instructive

tools of how school

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Leaders can effectively guide new teachers to success. Over the course of the book, we break down the most critical actions leaders and teachers must enact to achieve exemplary results.

Designed for coaches as well as beginning teachers, *Get Better Faster* is an integral coaching tool for any

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school leader eager to help their teachers succeed. It's the book's focus on the actionable—the practice-able—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a

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class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it's possible to implement this work at any time. New and old teachers alike can benefit from the guidance of *Get Better Faster* and

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close their existing instructional gaps. Packed with practical training tools, including agendas, presentation slides, a coach's guide, handouts, planning templates, and 35 video clips of real teachers at work, *Get Better Faster* will teach you: The core principles of coaching:

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Go Granular, Make

Feedback More

Frequent, Top action

steps to launch a

teacher's

development in an

easy-to-read scope

and sequence guide

The four phases of

skill building: Phase 1

(Pre-Teaching): Dress

Rehearsal Phase 2:

Instant Immersion

Phase 3: Getting into

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Gear Phase 4: The
Power of Discourse

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Presents the
comprehensive
framework of
analytical techniques
to help a firm analyze
its industry as a whole
and predict the
industry's future
evolution, to
understand its
competitors and its

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own position ...
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Looking for a fresh way to design your next learning program? Design thinking may be what you need. Design thinking is an approach to innovation that integrates people's needs with the needs of their organization.

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“Design Thinking Meets ADDIE” shows how design thinking transformed one company’s ADDIE-based approach to instructional design. Authors Kathy Glynn and Debra Tolsma explain how design thinking transformed each step of the ADDIE process: analysis, design,

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development, implementation, and evaluation. This issue of TD at Work includes:

- definitions of design thinking
- steps for creating stakeholder maps
- problem-framing guidelines
- storytelling tips
- a worksheet for testing assumptions.

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Make work simple by using the tools and tactics that are right for you. Your time is under attack. You just can't get enough done. You find yourself wondering where the hours go. You've tried every time-management system you can get your hands on—and they've only

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succeeded in making your work more complicated. Sound familiar? If you sometimes feel you spend more time managing your productivity than doing actual work, it's time for a change. In *Work Simply*, renowned productivity expert Carson Tate offers a step-by-step

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guide to making work simple again by using the style that works best for you. Tate has helped thousands of men and women better manage their time and become more productive. Her success owes partly to the realization that most of us fit into one of four distinct productivity styles:

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Arrangers, who think about their projects in terms of the people involved; Prioritizers, who are the definition of “goal-oriented”; Visualizers, who possess a unique ability to comprehend the big picture; and Planners, who live for the details. In this book, you'll learn

How to identify your

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own productivity style as well as the styles of those around you—bosses, coworkers, staff, and family. How to select your “tools of the trade” to maximize your effectiveness, from the style of pen you use to the way you decorate your office. When face-to-face conversations

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are more effective

than e-mails—and vice

versa. What it takes to

lead the perfect

meeting. Why a

messy desk is right

for some, but a

disaster for

others—and how to

tell. After reading

Work Simply, you'll

come away with a

productivity system

that truly and

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fundamentally fits
you—and you'll never
feel overwhelmed
again.

Strategic Thinking
Since the publication
of the Institute of
Medicine (IOM) report
Clinical Practice
Guidelines We Can
Trust in 2011, there
has been an
increasing emphasis
on assuring that

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clinical practice
guidelines are
trustworthy,
developed in a
transparent fashion,
and based on a
systematic review of
the available research
evidence. To align
with the IOM
recommendations and
to meet the new
requirements for
inclusion of a

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guideline in the
National Guidelines
Clearinghouse of the
Agency for Healthcare
Research and Quality
(AHRQ), American
Psychiatric
Association (APA)
has adopted a new
process for practice
guideline
development. Under
this new process
APA's practice

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guidelines also seek to provide better clinical utility and usability. Rather than a broad overview of treatment for a disorder, new practice guidelines focus on a set of discrete clinical questions of relevance to an overarching subject area. A systematic review of evidence is

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conducted to address these clinical questions and involves a detailed assessment of individual studies. The quality of the overall body of evidence is also rated and is summarized in the practice guideline. With the new process, recommendations are determined by

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weighing potential
benefits and harms of
an intervention in a
specific clinical
context. Clear,
concise, and
actionable
recommendation
statements help
clinicians to
incorporate
recommendations into
clinical practice, with
the goal of improving

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quality of care. The new practice guideline format is also designed to be more user friendly by dividing information into modules on specific clinical questions. Each module has a consistent organization, which will assist users in finding clinically useful

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and relevant information quickly

and easily. This new edition of the practice

guidelines on

psychiatric evaluation

for adults is the first

set of the APA's

guidelines developed

under the new

guideline

development process.

These guidelines

address the following

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nine topics, in the context of an initial psychiatric evaluation: review of psychiatric symptoms, trauma history, and treatment history; substance use assessment; assessment of suicide risk; assessment for risk of aggressive behaviors; assessment of cultural factors;

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assessment of
medical health;
quantitative
assessment;
involvement of the
patient in treatment
decision making; and
documentation of the
psychiatric evaluation.
Each guideline
recommends or
suggests topics to
include during an
initial psychiatric

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evaluation. Findings from an expert opinion survey have also been taken into consideration in making recommendations or suggestions. In addition to reviewing the available evidence on psychiatry evaluation, each guideline also provides guidance to

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clinicians on
implementing these
recommendations to
enhance patient care.

Answers

Strategic Thinking
This extraordinary
book explains the
engine that has
catapulted the
Internet from
backwater to
ubiquity—and reveals
that it is sputtering
precisely because of

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its runaway success. With the unwitting help of its users, the generative Internet is on a path to a lockdown, ending its cycle of innovation—and facilitating unsettling new kinds of control. iPods, iPhones, Xboxes, and TiVos represent the first wave of Internet-

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centered products

that can't be easily

modified by anyone

except their vendors

or selected partners.

These “tethered

appliances” have

already been used in

remarkable but little-

known ways: car GPS

systems have been

reconfigured at the

demand of law

enforcement to

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eavesdrop on the occupants at all times, and digital video recorders have been ordered to self-destruct thanks to a lawsuit against the manufacturer thousands of miles away. New Web 2.0 platforms like Google mash-ups and Facebook are rightly touted—but their

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applications can be similarly monitored and eliminated from a central source. As tethered appliances and applications eclipse the PC, the very nature of the Internet—its “generativity,” or innovative character—is at risk. The Internet's current trajectory is one of

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lost opportunity. Its salvation, Zittrain argues, lies in the hands of its millions of users. Drawing on generative technologies like Wikipedia that have so far survived their own successes, this book shows how to develop new technologies and social structures that

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allow users to work
creatively and
collaboratively,
participate in
solutions, and
become true
“netizens.”

The Pocket Mentor
series offers
immediate solutions
to the challenges
managers face on the
job every day. Each

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book in the series is packed with handy tools, self-tests, and real-life examples to help you identify strengths and weaknesses and hone critical skills. Whether you're at your desk, in a meeting, or on the road, these portable guides enable you to tackle the daily

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demands of your work
with greater speed,
savvy, and
effectiveness.

Managing employee
growth is critical to
your organization's
success. But to
develop your
employees effectively,
you must have certain
skills, such as the
ability to seek out
opportunities, set

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goals, and provide

feedback. This

volume teaches you

to:

- Assess

- developmental needs

- Understand and take into account

- differences between

- your employees • Use

- a Performance and

- Potential grid to

- determine next steps •

- Conduct a career

- development

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The Challenge Built to Last, the defining management study of the nineties, showed how great companies triumph over time and how long-term sustained performance can be engineered into the DNA of an enterprise from the

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very beginning. But what about the company that is not born with great DNA? How can good companies, mediocre companies, even bad companies achieve enduring greatness? The Study For years, this question preyed on the mind of Jim Collins. Are there companies that defy

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gravity and convert
long-term mediocrity
or worse into long-
term superiority? And
if so, what are the
universal
distinguishing
characteristics that
cause a company to
go from good to
great? The Standards
Using tough
benchmarks, Collins
and his research team

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identified a set of elite companies that made the leap to great results and sustained those results for at least fifteen years. How great? After the leap, the good-to-great companies generated cumulative stock returns that beat the general stock market by an average of seven times in

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fifteen years, better than twice the results delivered by a composite index of the world's greatest companies, including Coca-Cola, Intel, General Electric, and Merck. The Comparisons The research team contrasted the good-to-great companies with a carefully

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selected set of
comparison

companies that failed
to make the leap from

good to great. What
was different? Why

did one set of
companies become

truly great performers
while the other set

remained only good?

Over five years, the

team analyzed the

histories of all twenty-

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Management in
the study. After sifting
through mountains of
data and thousands of
pages of interviews,
Collins and his crew
discovered the key
determinants of
greatness -- why
some companies
make the leap and
others don't. The
Findings The findings
of the Good to Great

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study will surprise many readers and shed light on virtually every area of management strategy and practice. The findings include: Level 5 Leaders: The research team was shocked to discover the type of leadership required to achieve greatness. The Hedgehog Concept

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(Simplicity within the Three Circles): To go from good to great requires transcending the curse of competence. A Culture of Discipline: When you combine a culture of discipline with an ethic of entrepreneurship, you get the magical alchemy of great results. Technology

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Accelerators: Good-to-great companies think differently about the role of technology.

The Flywheel and the Doom Loop: Those who launch radical change programs and wrenching restructurings will almost certainly fail to make the leap.

“Some of the key concepts discerned in

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the study," comments
Jim Collins, "fly in the
face of our modern
business culture and
will, quite frankly,
upset some people."
Perhaps, but who can
afford to ignore these
findings?

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