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Harvard Managementor helps students develop the skills they need to thrive in the workforce. These online courses combine the latest in business thinking from management experts with interactive assignments to empower students with the skills employers seek. In this course, students will learn what workplace ethics are - and aren't.

In the spring of 2010, Harvard Business School's

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graduating class asked HBS 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 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. The Harvard Business Review Classics series now offers you the opportunity to make these seminal pieces a part of your permanent

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management library. Each highly readable volume contains a groundbreaking idea that continues to shape best practices and inspire countless managers around the world.

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. "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

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process: analysis, design, 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.

Now beyond its eleventh printing and translated into twelve languages, Michael Porter's *The Competitive Advantage of Nations* has changed completely our conception of how prosperity is created and sustained in the modern global economy. Porter's groundbreaking study of international competitiveness has shaped national policy in

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countries around the world. It has also transformed thinking and action in states, cities, companies, and even entire regions such as Central America. Based on research in ten leading trading nations, *The Competitive Advantage of Nations* offers the first theory of competitiveness based on the causes of the productivity with which companies compete. Porter shows how traditional comparative advantages such as natural resources and pools of labor have been superseded as sources of prosperity, and how broad macroeconomic accounts of competitiveness are insufficient. The book introduces Porter's "diamond," a whole new way to understand the competitive position of a nation (or other locations) in global

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competition that is now an integral part of international business thinking. Porter's concept of "clusters," or groups of interconnected firms, suppliers, related industries, and institutions that arise in particular locations, has become a new way for companies and governments to think about economies, assess the competitive advantage of locations, and set public policy. Even before publication of the book, Porter's theory had guided national reassessments in New Zealand and elsewhere. His ideas and personal involvement have shaped strategy in countries as diverse as the Netherlands, Portugal, Taiwan, Costa Rica, and India, and regions such as Massachusetts, California, and

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the Basque country. Hundreds of cluster initiatives have flourished throughout the world. In an era of intensifying global competition, this pathbreaking book on the new wealth of nations has become the standard by which all future work must be measured.

You never dreamed being the boss would be so hard. You're caught in a web of conflicting expectations from subordinates, your supervisor, peers, and customers. You're not alone. As Linda Hill and Kent Lineback reveal in *Being the Boss*, becoming an effective manager is a painful, difficult journey. It's trial and error, endless effort, and slowly acquired personal insight. Many managers never complete the

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journey. At best, they just learn to get by. At worst, they become terrible bosses. This new book explains how to avoid that fate, by mastering three imperatives:

- Manage yourself: Learn that management isn't about getting things done yourself. It's about accomplishing things through others.
- Manage a network: Understand how power and influence work in your organization and build a network of mutually beneficial relationships to navigate your company's complex political environment.
- Manage a team: Forge a high-performing "we" out of all the "I"s who report to you.

Packed with compelling stories and practical guidance, *Being the Boss* is an indispensable guide for

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not only first-time managers but all managers seeking to master the most daunting challenges of leadership.

“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 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 they could improve. The bottom line is clear: teachers do not need to be evaluated so

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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 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 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 class,

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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 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: 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:

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Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2:
Instant Immersion Phase 3: Getting into Gear Phase 4:
The Power of Discourse

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 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 guideline in the National Guidelines Clearinghouse of the Agency for Healthcare Research

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and Quality (AHRQ), American Psychiatric Association (APA) has adopted a new process for practice guideline development. Under this new process APA's practice 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 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 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 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

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development process. These guidelines address the following 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; 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 evaluation. Findings from an expert opinion survey have also been taken into consideration in making recommendations or

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suggestions. In addition to reviewing the available evidence on psychiatry evaluation, each guideline also provides guidance to clinicians on implementing these recommendations to enhance patient care.

The Pocket Mentor series offers immediate solutions to the challenges managers face on the job every day. Each 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 demands of your work with greater speed, savvy, and effectiveness. Managing employee

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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 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 discussion

To stay ahead of the pack, you must translate your organization's competitive strategy into the day-to-day actions carried out in your company. That means channeling resources into the right efforts, achieving

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the right balance between innovation and control, and getting everyone pulling in the same direction. How to keep all this on track? Identify critical gaps in your strategy execution processes, focus on the most important choices you must make, and understand what's at stake in each one. In this concise guide, Harvard Business School professor Robert Simons presents the seven key questions you and your team must continually ask, beginning now. These questions--including "Who is our primary customer?" "What critical performance variables are we tracking?" and "What strategic uncertainties are keeping us awake at night?"--force you to reexamine the emerging data and unspoken assumptions

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underlying your strategy and how it's implemented through your business processes and structures. Simons's extensive examples then help you understand your options and position you to make the tough choices needed to excel at execution. Drawing on decades of research into performance management systems and organization design, *Seven Strategy Questions* is a no-nonsense, must-read resource for all leaders in your organization.

Easy-to-apply, scientifically-based approaches for engaging students in the classroom Cognitive scientist Dan Willingham focuses his acclaimed research on the biological and cognitive basis of

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learning. His book will help teachers improve their practice by explaining how they and their students think and learn. It reveals-the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. Nine, easy-to-understand principles with clear applications for the classroom Includes surprising findings, such as that intelligence is malleable, and that you cannot develop "thinking skills" without facts How an understanding of the brain's workings can help teachers hone their teaching skills "Mr. Willingham's answers apply just as well outside the classroom. Corporate trainers, marketers and, not least, parents -anyone who cares about how we learn-

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