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In the spring of 2010, Harvard Business School's 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 management library. Each highly readable volume contains a groundbreaking idea that continues to shape best practices and inspire countless managers around the world.

“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

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

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 own position ...

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 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.

Make work simple by using the tools and tactics that are right for you Your time is under attack. You

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

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 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 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

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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 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 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.

This extraordinary book explains the engine that has catapulted the Internet from backwater to ubiquity—and reveals that it is sputtering precisely because of 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-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 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 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 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 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 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 growth is critical to your organization's success.

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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

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 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 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 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 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 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-eight companies 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 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 (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 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 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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