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The biotechnol
ogy/bioscience
industries are
regulated
worldwide to
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with cGMP and
GLP
principles,
with
particular

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focus on
safety issues.
Each company
must create a
definite
training
matrix of its
employees. The
training
procedures in
this book
enable end

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users to understand the principles and elements of manufacturing techniques and provide documentation language ranging from the generic to the specific.

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can make the
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programs, and
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book shows how
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***interventions,
based on student
data. Aligned
with current
research and the
American School
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Association
(ASCA)
standards, this
essential
resource***

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***supports the
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prevention
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compelling
reports that***

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book is designed
to help school
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programs make
the most of
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and measurably
demonstrate how
their work***

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***improves school
performance.***

***"Trish Hatch
provides
extensive
examples of how
school
counselors can
enhance student
achievement and
well-being
through the use***

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of data. Not only does she provide useful examples and a framework from which counselors can explore data, she helps counselors understand some of the very common barriers to change within

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school systems."

—Jennifer

***Bettors-Bubon,
Assistant***

Professor UW

Whitewater, WI

***"As practicing
school***

counselors, we

rarely find a text

that tells us what

to do, why we

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***should do it, and
how to do it.***

Priceless!"

***—Franciene
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Small Learning Communities (SLCs)

and Career
Academies, one
variety of SLC, have
grown rapidly in
recent years. They are
among the few high
school reform
approaches that seem
promising and
popular, bringing
students together into
cohorts where they

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support each other, teachers into teams where they do the same, and students and teachers into closer relationships which seem to benefit both. Yet while SLCs seem to work "when well implemented", they are not easy to implement. They embody a number of variations from the

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way high schools typically operate. In the authors' experience, failure to adhere to these two requirements--cohort student scheduling and team teacher scheduling--is responsible for the most frequent downfalls of SLCs. They have seen a number of SLCs and

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Career Academies fail outright because of poor master scheduling, and many others struggle when the job is done clumsily. As such, the authors have written this "Scheduling Guide" for SLCs and Career Academies. The authors begin with a fuller explanation of why

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scheduling is so important to the success of an SLC. Chapter II explains who needs to be involved in developing a master schedule, and in what ways. Chapter III delves into the process itself, the complexities of what needs to happen when, organized into

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five stages and a series of steps within each, with an annual calendar that provides a suggested timeline. Chapter IV discusses the potential conflicts that arise in the process and the many constraints that have to be considered in developing a master schedule. Chapter V

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reviews the features needed in software designed to assist scheduling and touches on what training and support exists to assist those who want to learn more. Appended are: (1) Alternative Bell Schedules; (2) Software Matrix; and (3) Glossary. A bibliography is

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practical and valuable
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trustees,
philanthropists, and
nonprofit executives
who aspire to raise
substantial monies for
worthy causes. I have
utilized Jim

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Greenfield's literature in various fundraising courses . . . my students have benefited from the theory and substance that Jim so clearly conveys along with real-life models that can be applied to their respective organizations." -Stephen M. Levy, CFRE, President of Levy

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Executives in the

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*most forward-
thinking businesses
are taking project
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beyond specific
projects in
manufacturing,
product
development, and
IT, and adopting its
powerful methods
company-wide. This*

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ever-evolving
digital
environment
and augmented
with new and
critical
information
required to
implement best
practices, the
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for**

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in modern and
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**regarding top-
down, bottom-
up, and side-to-
side integration
of business
practices in
support of a
company's
strategic
direction and
tactical
deployment The
critical link**

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**between time-
phased
integrated
business
planning,
master
planning,
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scheduling,
capacity
planning, and
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planning "How-**

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**to" details and
examples to
support master
planning and
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implementation
and
enhancements
within the
company's
demand and
supply
organizations**

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Planning and
Scheduling is
an
indispensable
guide for
supply chain
professionals,
planners and
schedulers in
all functional
domains of a
business. It**

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**also belongs on
the**

**bookshelves of
any executive
or manager
who seeks to
improve their
understanding
of best practice
planning and
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processes and
how those**

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**enable a
business to
outperform the
competition
through
alignment,
integration and
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across all
functions in an
organization.
This book**

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presents a

**series of
cultural
situations that
could occur
within the first
one-hundred
days of a school
year:
responding to
entrenched
vocabularies
and behaviors,**

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addressing
professional

and

instructional

bad habits,

enacting

alternative

teaching

scripts,

leveraging a

policy

blindside,

redefining the

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**goals and
practices of
teams, and
implementing
outside-the-box
programs. Each
cultural
situation offers
a new school
leader the
opportunity to
redefine the
goals, values,**

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**and practices of
an entrenched
school
culture—the
Central High
way.**

**Administrators
reading the
title of this
book may view
one hundred
days as an
arbitrary**

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**number picked
out of**

**administrative
thin air. I argue
that disrupting
and replacing
organizational
and
instructional
routines is a
race against
time. Every
school day that**

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**goes by without
some sign of
creative
destruction is
one more day
that
comfortable
organizational
and
instructional
routines live on
in main offices
and classrooms.**

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**The idea for
this book
originated from
a question I
asked a former
student of mine
who had just
signed a
contract to
become the
principal of a
high school. We
were discussing**

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the

**complexities of
changing a
school culture
when I asked
the following
question:**

**“What would
you do on the
first day in your
new office to
change your
school’s**

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**culture?” The
response to
that question
described a
series
managerial
routines that all
new
administrators
have learned to
perform as they
move from the
classroom to**

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**the main office:
organize the
office, meet
staff, tour the
building, write
a newsletter,
examine data,
and visit
community
venues.**

**Nothing in this
conversation
described**

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**strategies for
redefining the
beliefs and
values of an
entrenched
school culture.
With this
conversation in
mind, I made it
a point in my
formal and
informal
contacts with**

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school

administrators

**to always ask
the question:
“What would
you do in the
first day in your
new office to
change your
school’s
culture?” The
most common
responses**

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**involved
reviewing
district
documents,
touring
facilities,
meeting staff,
listening to
stakeholders
and managing
systems. In
each
conversation,**

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**school leaders
populated their
responses with
the current
jargon of school
reform:
learning
communities,
data mining, st
andards-based
curriculum,
differentiated
learning,**

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**common core
standards,
formative
assessment,
race to the top,
continuous
improvement,
etc. While these
responses
encompass
reasonable
behaviors on
the first day in**

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**the main office,
not one of
these actions
possesses the
capacity to
connect
educational
values
expressed in
school mission
statements—wh
y are we
here—to daily**

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**organizational
and**

**instructional
routines. Each
activity gives
the appearance
of leading, but
produces no
connections
between
beliefs, values,
and practices.
Although none**

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**of these
responses
would make or
break a school
culture, they do
represent a
pattern of
thinking and
behaving that
holds out little
possibility of
fundamentally
changing a**

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**school's
culture.**

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that complement
PMI's standards,
this is the most
comprehensive
and up-**

**The results are
in. The evidence
has been
analyzed.**

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that the lack of
enterprise-wide
training is the**

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for ERP
implementation
failures. It is
the single most
important
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achieving
success.**

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Learning for ERP
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first resource
to offer a**

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**specifically
defined,
comprehensive
method for
planning,
delivering, and
evaluating ERP
training
efforts. It even
includes
formulas for
determining
training return
on investment.**

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**The Learning
Requirements
Planning (LRP)
process
presented
involves a six-
step enterprise-
level
instructional
design model
that when
implemented
correctly
assures success.**

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If you would rather have a root canal than oversee an ERP implementation, you are not alone. But like avoiding a root canal, avoiding ERP implementation only causes more pain. This book eases the

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**implementation
pain. It shows
you how a formal
plan for
learning will
increase the
productivity of
the ERP
implementation
team, shorten
overall
implementation
time, and
substantially**

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implementation costs. It also provides a discussion on how an ERP implementation can be used as a catalyst for lifelong organizational learning.

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implementations

that provide
substantial
savings and the
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creating a business

plan, developing

standards and

policies, and setting

budgets.

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is an essential
planning tool that
helps

manufacturers
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