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Written by the scholars who first developed the theory of self-leadership (Christopher P. Neck, Charles C. Manz, & Jeffery D. Houghton), *Self-Leadership: The Definitive Guide to Personal Excellence* offers powerful yet practical advice for leading yourself to personal excellence. Grounded in research, this milestone book is based on a simple yet revolutionary principle: First learn to lead yourself, and then you will be in a solid position to effectively lead others. This inclusive approach to self-motivation and self-influence equips readers with the strategies and tips they need to build a strong foundation in the study of management, as well as enhancing their own personal effectiveness.

Do you have what it takes to succeed in your career? The secret of success is not what they taught you in school. What matters most is not IQ, not a business school degree, not even technical know-how or years of expertise. The single most important factor in job performance and advancement is emotional intelligence. Emotional intelligence is actually a set of skills that anyone can acquire, and in this practical guide, Daniel Goleman identifies them, explains their importance, and shows how they can be fostered. For leaders, emotional intelligence is almost 90 percent of what sets stars apart from the mediocre. As Goleman documents, it's the essential ingredient for reaching and staying at the top in any field, even in high-tech careers. And organizations that learn to operate in emotionally intelligent ways are the companies that will remain vital and dynamic in the competitive marketplace of today and the future.

An engaging and thought-provoking textbook which introduces and reviews the main methods and constructs used to assess people at work.

In this edited volume, leading edge researchers discuss the link between Emotional Intelligence (EI) and workplace performance. Contributors from many areas such as social science, management (including organizational

practitioners), and psychologists have come together to develop a better understanding of how EI can influence work performance, and whether research supports it. A unique feature of this book is that it integrates the work of social scientists and organizational practitioners. Their mutual interests in EI provide a unique opportunity for basic and applied research and practices to learn from one another in order to continually refine and advance knowledge on EI. The primary audience for this book is researchers, teachers, and students of psychology, management, and organizational behavior. Due to its clear practical applications to the workplace, it will also be of interest to organizational consultants and human resource practitioners.

With chapters written by leading researchers and practitioners actively engaged in the work, this Edited Volume examines the role of the state education agency in school turnaround efforts. An emphasis is placed on practical application of research and best practice related to the State Education Agency's (SEA's) critical leadership role in driving and supporting successful school turnaround efforts. The Edited Volume is organized around the Center on School Turnaround's four objectives, with sections devoted to each: 1. Create a Pro-Turnaround Statutory and Regulatory Environment 2. Administer and Manage Turnaround Efforts Effectively 3. Provide Targeted and Timely Technical Assistance to Local Educational Agencies and Schools 4. Advocate and Lead to Build Support for Local Turnaround Efforts

The book explores advances in soft-skill training through the adaptation of traditional psycho-pedagogical methodology to digital and online settings. Several educational techniques are explored, such as role-playing, psychodrama and rule and drama-based games. The experiences reported in the book are the synthesis of several European projects, coordinated by the authors, aimed at applying known psycho-pedagogical training models to on-line, technology enhanced learning contexts in a broad range of applications and target groups. The specificity of such a psycho-pedagogical methodology, applied throughout all the discussed EU projects, is mainly represented by the importance of feedback and debriefing processes that can be conveyed to learners through different means, such as online group or individual chat with tutors, automatic reports and a psychologically informed scoring system. Tutors, either real or artificial, are seen as the key factor facilitating the training process. The ultimate objective of this book is to offer a theoretical framework where real examples, direct experiences and possible indications on how rule and drama-based multiplayer and single player games can support traditional practice for enhancing soft skills to a wide community of trainers, coaches, HR advisors, consultants and psychologists.

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