Knowledge And Skill Development In Nonprofit Organizations

With the ongoing restructuring in Sudan, structural issues such as the need for skill development and interaction with technological change need an in-depth analysis that this book offers. The central themes of this book are- required skill formation, upskilling of the workers, and their interaction with technological change in lieu of a deficient educational system and its implications. An empirical investigation of the causes and consequences of low skill and technology indicators using a primary survey at macro and micro levels is undertaken. This is followed by an examination of the interaction between the low skill and technology indicators, the relationships between skill, upskilling and technology indicators, skills mismatch, the uses and impacts of ICT and differences at firm as well as industry level as well as knowledge transfer effects. A set of recommendations towards the need for implementation of consistent policies, increasing incentives and collaboration between public and private institutions completes the book. ?

"Ellen Galinsky—already the go-to person on interaction between families and the workplace—draws on fresh research to explain what we ought to be teaching our children. This is must-reading for everyone who cares about America's fate in the 21st century." — Judy Woodruff, Senior Correspondent for The PBS NewsHour Families and Work Institute President Ellen Galinsky (Ask the Children, The Six Stages of Parenthood) presents a book of groundbreaking advice based on the latest research on child development.

Presents the findings of Canada's Youth in Transition Survey, which complements OECD's PISA survey and offers significant new policy insights in understanding students' choices at different ages and the impact of these decisions on consequent education and labour market outcomes.

Summarizes proceedings of a conference designed to examine the current state of employable skills in domestic & international labour markets, matched specifically to the needs of knowledge economy enterprises. Topics covered include international perspectives on skill development in the knowledge-based economy, the demand for highly skilled workers, the existence of a skills gap in Canada, regional readiness for a knowledge-based economy, skill development within firms, barriers & incentives to training, the role of universities, skilled labour migration, life-long learning, attracting & retaining knowledge workers, impacts of technology on employment & skills, and policies needed to address skills development.

A major theme of this book is the use of computers for supporting collaborative learning. This is not surprising since computer-supported collaborative learning has become both a widespread educational practice and a main domain of research. Moreover, collaborative learning has deep roots in Asian educational traditions. Given the large number of researchers within this field, its scope has become very broad. Under this umbrella, one finds a variety of more specific topics such as: interaction analysis, collaboration scripts (e.g. the Jigsaw script), communities of practice, sociocognitive conflict resolution, cognitive apprenticeship, various tools for argumentation, online discussion or collaborative drawing tools (whiteboards), collaborative writing and the role of facilitators. Most research work on collaborative learning focuses on interactions rather than on the contents of environments, which had been the focus in the previous decades of learning technology research. However, there is no reason to focus on one aspect to the detriment of the other. The editors are pleased that the selected papers also cover multiple issues related to the storage, representation and retrieval of knowledge: ontologies for learning environments and the semantic web, knowledge bases and data mining, meta-data and content management systems, and so forth. This publication also reveals a growing interest for non-verbal educational material, namely pictures and video materials, which are already central to new popular web-based applications. This book includes contributions that bridge both research tracks, the one focusing on interactions and the other on contents: the pedagogical use of digital portfolios, both for promoting individual reflections and for scaffolding group interactions.

This guide is essential for anyone who wants to set up a successful on-the-job training program. This book has everything you need, including An eight-step model for setting up a structured, team-driven, on-the-job training program Easy-to-understand templates, instructions, and checklists Case examples for any size organization. Whether you train employees in a single task or retrain an entire workforce, here's a book that ensures your on-the-job training gets bottom-line results.

Skill Development for Generalist Practice by Christina E. Newhill, Elizabeth A. Mulvaney, and Bobby F. Simmons offers an array of competency-building exercises addressing foundational social work knowledge as well as skills and values across micro, mezzo, and macro levels of practice. Designed to be actively used during class time, exercises embrace the diverse range of clients encountered by social workers in various practice settings and reflect a commitment to serving those who are the most vulnerable, at risk, disadvantaged, and marginalized from society.

While classroom learning is suited for conveying basic information to large numbers of people, Hoag (Engine Research Center, U. of Wisconsin at Madison) argues that continuing education for engineers most often requires small groups of people to rapidly develop proficiencies. He discusses the roles of upper management, direct supervisors, and individual engineers in his proposed model for continuing education in organizations. After outlining the model, he discusses applications related to rotational programs, organizational assessment, and program evaluation. Annotation copyrighted by Book News, Inc., Portland, OR

Computer science graduates often find software engineering knowledge and skills are more in demand after they join the industry. However, given the lecture-based curriculum present in academia, it is not an easy undertaking to deliver industry-standard knowledge and skills in a software engineering classroom as such lectures hardly engage or convince students. Overcoming Challenges in Software Engineering Education: Delivering Non-Technical Knowledge and Skills combines recent advances and best practices to improve the curriculum of software engineering education. This book is an essential reference source for researchers and educators seeking to bridge the gap between industry expectations and what academia can

provide in software engineering education.

The year 2010 was a landmark for education in India as the Right of Children to Free and Compulsory Education (RTE), Act, 2009 was enforced with effect from April 1, 2010. RTE Act, 2009, representing the consequential legislation to the Constitution (Eighty-sixth Amendment) Act, 2002, secures the right of children to free and compulsory education till completion of elementary education in a neighbourhood school. RTE Act, 2009 lays down norms and standards relating to pupil teacher ratios, buildings and infrastructure, school working days and working hours of teachers. Education has been a thrust sector ever since India attained Independence in 1947. Right from the launching of First Five Year Plan (1951-56), the crucial role of education in economic and social development has been recognised and emphasised. In India, within the education sector, elementary education has been given the highest priority in terms of sub-sectoral allocations and the number of schemes launched by the Central Government to meet the needs of the educationally disadvantaged. Launched in November 2000, Sarva Shiksha Abhiyan (SSA) is a comprehensive programme and the main vehicle for providing elementary education to all children. With the expansion of elementary education, an increasing number of students reach the secondary stage. The year 2008-09 was a momentous year for secondary education in India when a new Centrally-sponsored scheme to universalise education at secondary stage was launched. Vocational education remains within the broader school curriculum and involves provision of specific skills to increase the employability of the students on completion of formal education. Higher education is of vital importance for the country in consolidating its comparative advantage in skill- and knowledge-intensive services and in building a knowledge-based society. The investment made in higher education over the years has given the country a strong knowledge base in many fields and contributed significantly to economic development, social progress and political democracy in independent India. Adult literacy and further education of the literates is as vital an area as universal elementary education. Total Literacy Campaign (TLC) has been the principal strategy of National Literacy Mission (NLM) for eradication of illiteracy in the target group. For Indian economy, growing at the rate of 8 to 9 percent, skill development poses major challenges and also opens up unprecedented doors of opportunity. Co-ordinated action on skill development as proposed by Planning Commission was approved by the Cabinet on May 15, 2008. The approved Co-ordinated Action on Skill Development envisaged setting up of a three-tier institutional structure involving Prime Minister's National Council on Skill Development for policy direction to be supported by National Skill Development Co-ordination Board and National Skill Development Corporation. The institutional structure was put in place in 2008 itself. This book provides a comprehensive introduction on current status of education, training and skill development in India. More importantly, it contains Plan-wise documentation of objectives, policies, programmes and achievements in these areas.

The book offers condensed summaries of twenty-three major models of skill acquisition and expertise development presented by leading researchers during the last half a century of classic and new research. This book presents new researchers in learning, training, cognitive sciences or education disciplines with a big picture starting point for their literature review journey. The book presents an easy t understand taxonomy of twenty-three models which can give new researchers a good bird's eye view of existing models and theories, based on which they can decide which direction to dig further. The reviews in this book are complemented with over 200 authentic sources which a researcher read for detailed and deeper dive and set the direction for further exploration. This book would also act as an essential reference for training & learning professionals and instructional designers to design research-based training curriculum to develop skills of their staff. Chapter 1 of the book elaborates on how the processes of learning, skill acquisition, and expertise development are interwoven. Chapter 2 presents a classification of various models reviewed in literature in five categories. Chapter 3 describes twelve models of skill and expertise acquisition which are represented in the form of stages. used frequently in learning, training and performance literature. The chapter also discusses the implications of each model toward developing skills and expertise of a less proficient individual to a higher level of proficiency briefly. Chapter 4 reviews practice-, time- or task-based models which are theories or models suggesting that acquisition of knowledge & skills, development of expertise and performance improvement is a function of nature of practice, amount of time spent on the task and task type. Chapter 5 presents the factor-based models, which are based on theories or models suggesting the interplay of several factors that influence the acquisition of knowledge & skills, development of expertise and performance improvement. Chapter 6 embarks on describing expert modeling-based models which are theories or models suggesting modeling an expert through elicitation or guidance for acquisition of knowledge & skills, development of expertise and performance improvement. Chapter 7 covers some newer movement toward cognition-based models which are theories or models focusing on mechanisms of cognition learning for the acquisition of knowledge & skills, development of expertise and performance improvement. Chapter 8 concludes the book by integrating views from various thought leaders to explain a famous staged skill acquisition model.

This book provides the first comprehensive literature review on the acquisition and retention of complex skills in High Reliability Organizations. Based on this review, it introduces a theoretical model of how skill and knowledge acquisition for complex tasks is accomplished and shows how this model can be used to derive training methods and instructional techniques. Successful acquisition and retention of complex technical skills within High Reliability Organizations requires a full understanding of the learning process, knowledge structure, and skill requirements associated with the effective operation and management of technology. For researchers and for organizations, the understanding of these processes is vital for designing training programs as well as for reducing errors with severe consequences for human lives and the environment. Until now, only theoretical fragments exist on this topic, and only a very limited number of publications actually address complex tasks in vocational/occupational settings. "The Acquisition of Knowledge and Skills for Task Work and Teamwork to Control Complex Technical Systems" uses its literature overview and theoretical model to formulate training principles, that can be used to develop training experiments for further empirical investigations as well as training methods for applied organizational contexts.

Essentials of Social Work Practice: A Concise Guide to Knowledge and Skill Development introduces readers to core concepts and skills that are vital to cultivating a successful social work practice. Unique in approach, the book clearly connects human behavior theories to engagement, assessment, goal-setting, intervention, and evaluation, while also illustrating the fluidity between micro, mezzo, and macro level activities. Over the course of eleven engaging chapters, students are introduced to the helping process, ethical standards, and strategies for working with individuals, groups, and families. They learn about contemporary service delivery models and cutting-edge programs that exemplify strength-based, ethically-oriented, and culturally

relevant practice. Narratives and dialogues throughout provide detailed depictions of the use of core skills to bridge the gap between concepts and practice. A variety of creative tools and techniques are offered for use with diverse clients. Every chapter features self-care strategies to facilitate coping with common stressors in social work. The final chapter emphasizes lifelong learning and informs readers of vital resources for on-going professional development. Essentials of Social Work Practice prepares future social workers to employ strategic interventions, reflect upon their strengths and needs as a practitioner, and maintain personal health and wellness throughout their career. The book is an exemplary resource for foundational courses in social work. For a look at the specific features and benefits of Essentials of Social Work Practice, visit cognella.com/essentials-of-social-work-practice-features-and-benefits.

Skills and workforce development are at the heart of much research on work, employment, and management. But are they so important? To what extent can they make a difference for individuals, organizations, and nations? How are the supply and, more importantly, the utilization of skill, currently evolving? What are the key factors shaping skills trajectories of the future? This Handbook provides an authoritative consideration of issues such as these. It does so by drawing on experts in a wide range of disciplines including sociology, economics, labour/industrial relations, human resource management, education, and geography. The Handbook is relevant for all with an interest in the changing nature - and future - of work, employment, and management. It draws on the latest scholarly insights to shed new light on all the major issues concerning skills and training today. While written primarily by leading scholars in the field, it is equally relevant to policy makers and practitioners responsible for shaping the development of human capability today and into the future.

Volume numbers determined from Scope of the guidelines, p. 12-13.

Packed with strategies for lesson planning and delivery, this research-based book shows how implementing EDI can improve instruction and raise achievement in diverse classrooms.

Help your students learn not only the concepts and theories that enhance the management of human behavior at work but also how to practice these skills with Nelson/Quick's ORGANIZATIONAL BEHAVIOR. The latest edition of this book clearly demonstrates how organizational behavior theories and research apply to companies today with engaging cases, meaningful exercises, and examples that include six new focus companies students will instantly recognize. The authors present foundational organizational behavior topics, such as motivation, leadership, teamwork, and communication. Students also examine emerging issues reshaping the field today, such as the theme of change. They study how change affects attitudes and behaviors in an organization as well as what new opportunities and experiences change presents. Students further explore growing themes of globalization, diversity, and ethics. The authors anchor the book's multifaceted approach in both classic research and leading-edge scholarship. Timely examples from all types of organizations throughout this edition reflect today's most current trends, including six new focus companies--NetFlix, Ford, Groupon, and more. Self-assessments and other interactive learning opportunities allow your students to grow and develop, both as individuals and as important contributors to an organization, as they progress throughout your course. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Essentials of Social Work Practice: A Concise Guide to Knowledge and Skill Development introduces readers to core concepts and skills that are vital to cultivating a successful social work practice. Unique in approach, the book clearly connects human behavior theories to engagement, assessment, goal-setting, intervention, and evaluation, while also illustrating the fluidity between micro, mezzo, and macro level activities. Over the course of eleven engaging chapters, students are introduced to the helping process, ethical standards, and strategies for working with individuals, groups, and families. They learn about contemporary service delivery models and cutting-edge programs that exemplify strength-based, ethically-oriented, and culturally relevant practice. Narratives and dialogues throughout provide detailed depictions of the use of core skills to bridge the gap between concepts and practice. A variety of creative tools and techniques are offered for use with diverse clients. Every chapter features self-care strategies to facilitate coping with common stressors in social work. The final chapter emphasizes lifelong learning and informs readers of vital resources for on-going professional development. Essentials of Social Work Practice prepares future social workers to employ strategic interventions, reflect upon their strengths and needs as a practitioner, and maintain personal health and wellness throughout their career. The book is an exemplary resource for foundational courses in social work. Kathleen F. Cox is a licensed clinical social worker and Professor Emerita at California State University, Chico. She received her MSW from San Diego State University and her Ph.D. in social work from the University of Southern California. She has conducted research and published numerous articles in the areas of strength-based practice with high risk youth/families and self-care for human service professionals. She has extensive experience as a clinical social worker, clinical supervisor, and program director serving youth in the juvenile justice, child welfare, and mental health systems. Dr. Cox is the lead author of Self-Care in Social Work: A Guide for Practitioners, Supervisors, and Administrators.

Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In The Global Achievement Gap, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high levels. An education manifesto for the 21st century, The Global Achievement Gap is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

"This book demonstrates the benefits and challenges associated with teaching through case studies in management studies, by weaving theory and practice to form a comprehensive outline for educators"--

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Written for social work students, this handbook describes more than 50 key social work skills. Using case studies and examples, the author demonstrates their creative application in evidence-based practice.

Seminar paper from the year 2016 in the subject Business economics - General, grade: 1,0, Linnaeus University (School of Economics), course: Skills and Technology, language: English, abstract: The course describes the topics of tacit knowledge, the introduction to the area of Skill and Technology, makes distinctions between rules and the following of rules, between the abstract and the concrete, and problems and dilemmas in society from the perspective of professional skill.

Your Teacher Training Skills Handbook will support you throughout your teacher training course, helping you develop both the academic and practical teaching skills required to achieve QTS with confidence. Written in a conversational style and following the progress of a fictional trainee teacher, Alex, use this book to not only develop your own skills, but to think about how you can pass those skills on to your learners.

Essentials of Social Work Practice: A Concise Guide to Knowledge and Skill Development introduces readers to core concepts and skills that are vital to cultivating a successful social work practice.

Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

Lesson Planning for Skills-Based Health Education offers 64 field-tested lesson plans, learning activities, and assessments for implementing a skills-based approach in your class. The curriculum is flexible and adaptable, and it addresses all the skills in the National Health Education Standards.

Skill Development for Generalist Practice offers an array of competency-building exercises addressing foundational social work knowledge as well as skills and values across micro, mezzo, and macro levels of practice. Designed to be actively used during class time, exercises embrace the diverse range of clients encountered by social workers in various practice settings and reflect a commitment to serving those who are the most vulnerable, at risk, disadvantaged, and marginalized from society. INSTRUCTORS: Bundle Skill Development for Generalist Practice with the core practice text, Generalist Social Work Practice by Janice Gasker for only $5 more! Bundle ISBN: 978-1-5443-7498-7

Focusing on the Asia-Pacific region, which in recent years has been the engine of global economic growth , this volume surveys trends and prospects in technical and vocational education and training (TVET) with particular reference to achieving inclusive growth and the greening of economies. Underlying the increasing pressure for new models of TVET provision is the rapid pace of technological change, demand for a work force which is highly responsive to evolving needs and a transforming market place that calls for higher order skills and lifelong learning. The book proposes a re-engineered, modernized TVET system that fosters an innovative approach which enhances the employability of workers as well as the sustainability of their livelihoods. The book includes contributions from leading policy makers, researchers, and practitioners, including those in the private sector in analyzing and forecasting the most urgent priorities in skills

development. The book argues for creative approaches to TVET design and delivery particularly with a view to improve job prospects , and meeting the goals of inclusion, sustainable development and social cohesion. Addressing issues such as the chronic mismatches between skills acquired and actual skills required in the work place, the volume proposes diversified approaches towards workforce development and partnerships with the private sector to improve the quality and relevance of skills development . The new imperatives created by 'greening' economies and responses required in skills development and training are addressed. Developing TVET is a high priority for governments in the Asia Pacific region as they seek to achieve long-term sustainable growth since the .continued success of their economic destinies depend on it. The volume also includes an emerging framework for skills development for inclusive and sustainable growth in the Asia and Pacific region.

This publication reviews recent developments within technical and vocational education and training (TVET) in sub-Saharan Africa, as well as future challenges in skills development in the region. Based upon 70 case studies covering 20 countries, it provides a good starting point for the development of country policies and programmes, of relevance to other African regions as well as countries in other regions facing similar challenges. Issues discussed include: the labour market context, reform of public training programmes, regulation of non-government training institutions, enterprise-based training, building skills for the informal economy, balancing cost-effectiveness with growth and equity, and financing.

"The goal of this research project was to develop a methodology to assist the Wisconsin Department of Transportation (WisDOT) in the evaluation of effectiveness of teen driver education programs over the short and long terms. The research effort was divided into two phases. Phase I focused on the development of an evaluative methodology that was based upon a review of the relevant literature and Wisconsin-specific policies and available data sources. This review culminated in a program assessment tool focused on four contributing areas of teen driver training and education: 1) Guardian Involvement; 2) Driver Education and Training Curricula Requirements; 3) GDL Coordination; and 4) Instructor Qualifications. The proposed methodology was presented to the Project Oversight Committee and was validated through two rounds of pilot testing using materials provided by programs and schools under the oversight of both WisDOT and the Wisconsin Department of Public Instruction. The resulting methodology informed the Phase II implementation plan recommendations. Work products included within this report are an annotated bibliography; a knowledge base documenting best practices and Wisconsin-specific data sources; a methodology that may be used to analyze and evaluate the effectiveness of driver-training programs as they relate to the demonstrated safety and behavior of teen drivers in Wisconsin; and a three-phase implementation plan."--Technical report documentation page.

"The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students"--

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

"After many decades - and even more methodologies - software projects are still failing. Why? Managers see software development as a production line. Companies don't know how to manage software projects and hire good developers. Many developers still behave like factory workers, providing terrible service to their employers and clients. Agile was a big step forward, but not enough. What's missing? The right mindset - for both developers and their employers. As developers worldwide are recognizing, the right mindset is craftsmanship ... Mancuso explains what craftsmanship means to the developer and his or her organization, and shows how to live it every day in your real-world development environment. Mancuso shows how software craftsmanship fits with and helps you improve upon best-practice technical disciplines such as agile and lean, taking all your development projects to the next level. You'll learn how to change the disastrous perception that software developers are the same as factory workers, and that software projects can be run like factories. By placing greater professionalism, technical

excellence, and customer satisfaction at the heart of what you do, you won't just deliver more value to everyone involved: you'll be happier and more fulfilled doing it"--Publisher's description.