

1. Record Nr.	UNINA9910784780003321
Autore	Denning Stephen
Titolo	The secret language of leadership [[electronic resource]] : how leaders inspire action through narrative / / Stephen Denning
Pubbl/distr/stampa	San Francisco, : Jossey-Bass, c2007
ISBN	1-118-04737-0 1-281-03254-9 9786611032548 0-470-18440-X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (305 p.)
Collana	J-B US non-Franchise Leadership ; ; v.40
Disciplina	658.4/5
Soggetti	Leadership Communication in organizations Storytelling
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 245-263) and index.
Nota di contenuto	What is transformational leadership? -- Introduction: Ten mistakes transformational leaders make -- The secret language of leadership -- The language of leadership: key enablers -- Articulating a clear, inspiring goal -- The leader's own story: committing to the goal -- Mastering the audience's story -- Cultivating narrative intelligence -- Telling truthful stories -- Leadership presence: the body language of leadership -- The language of leadership: key steps -- Getting people's attention -- Stimulating desire -- Reinforcing with reason -- Continuing the conversation -- Epilogue.
Sommario/riassunto	The book introduces the concept of narrative intelligence-an ability to understand and act and react agilely in the quicksilver world of interacting narratives. It shows why this is key to the central task of leadership, what its dimensions are, and how you can measure it. The book's lucid explanations, vivid examples and practical tips are essential reading for CEOs, managers, change agents, marketers, salespersons, brand managers, politicians, teachers, parents-anyone who is setting out to change the world.

2. Record Nr.	UNINA9910966631403321
Autore	Chisholm Linda
Titolo	Teacher preparation in South Africa : history, policy and future directions // Linda Chisholm
Pubbl/distr/stampa	United Kingdom : , : Emerald Publishing Limited, , [2019] ©2019
ISBN	9781789738315 1789738318 9781787436947 1787436942
Edizione	[1st ed.]
Descrizione fisica	1 online resource (285 pages)
Collana	Emerald studies in teacher preparation in national and global contexts
Disciplina	370.710968
Soggetti	Teachers - Training of - South Africa Education and state - South Africa Education - History History of education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Part One: Chapter 1. Early Forms of Teacher Preparation at the Cape -- Chapter 2. Teacher Preparation in Nineteenth-century South Africa: Colonial Dimensions -- Chapter 3. Industrialisation, War and the Rise of the Training Institute, 1890–1910 -- Part Two: Chapter 4. Union, Segregation and the Decline of the Pupil-teacher System, 1910–1920 -- Chapter 5. Consolidating Segregation: Regulating Access, 1920–1939 -- Chapter 6. Consolidating Segregation: Curriculum and Pedagogy -- Part Three: Chapter 7. Apartheid and the Repositioning of Teacher Preparation -- Chapter 8. Teacher Preparation During 'High' Apartheid, 1959–1976 -- Chapter 9. Expanding Provision in an Unravelling System: 1976–1990 -- Part Four: Chapter 10. Dismantling and Reconfiguring the System: 1994–2018 -- Conclusion.
Sommario/riassunto	South Africa's transition to democracy has seen massive changes in the field of teacher education aimed at integrating its previously raced and gendered character. This book provides a comprehensive historical

overview and relational understanding of the patterns of teacher preparation supporting South Africa's unequal formal education system. It shows how emerging patterns, policies and pedagogies were deeply entangled with the country's position within a broader international and colonial order as well as with dominant national political and economic social frameworks. Using rich archival and oral evidence, this book illuminates how successive policies restricted and enabled access to different institutions, while differentiated curricula prepared teachers to teach students intended to play different roles in a society marked by class, race and gender division. It explores the location and control of teacher provision for black and white teachers provided by mission societies and the state in colleges and universities. Post-apartheid governments sought to reverse entrenched racial legacies in education through closure of the colleges and incorporation of teacher preparation into universities, altered admission criteria and new curricula. These have resulted in new tensions which have arisen in relation to a world of competing pressures on universities and teachers. By shedding new light on these tensions from a historical perspective, this book will prove an invaluable resource for education leaders and researchers in the field of global and comparative education.

---