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Disciplinary Action and Trade Union Representation; 2.1.6 Career Development; 2.1.7 Succession Planning; 3 The R&D Team Manager 3.1 Managerial Skills and Leadership3.2 Managing Creative Groups; 3.3 Managing Your Own Career; Section B: Organising for an Innovative Environment; 1 The Structural Components of an R&D Organisation; 1.1 Organisational Environments for R&D; 1.1.1 The Functional Organisation; 1.1.1.1 Corporate R&D; 1.1.1.2 New Business Venture Groups; 1.1.2 The Strategic Business Unit; 1.1.3 The R&D Contractor; 1.1.4 The Matrix; 1.1.5 Organisational Comparisons; 1.2 The Internal Organisation of R&D; 1.2.1 R&D Work Groups; 1.2.2 Technical Management of Work Groups; 1.3 Global R&D; 1.4 Outsourcing R&D 1.4.1 The One Stop Shop - Super CROs1.4.2 The Virtual R&D Company; 2 The Provision of the Appropriate Support; 2.1 Analytical Services; 2.2 Intellectual Property; 2.3 Information and Library Services; 2.4 IT and Telecommunications; 2.4.1 R&D Office Technology; 2.5 Health, Safety and Environment; 2.6 Toxicology; 2.7 Chemical and Equipment Supplies; 2.8 Engineering and Buildings Maintenance; 2.9 Laboratory Automation; 2.9.1 The Analytical Laboratory; 2.9.2 The Synthesis Laboratory; 2.9.2.1 Synthetic Automation Specification; 2.9.2.2 System Integration and Throughput
2.9.2.3 Lessons for Management2.9.2.4 Microscale Experimentation; 3 A Financially Sound, Healthy, Safe and Quality Environment; 3.1 Financial Control; 3.1.1 Budgets; 3.1.2 Plans; 3.1.2.1 Personnel Costs; 3.1.2.2 Capital Costs; 3.1.3 Cost Control and Monitoring; 3.2 Health and Safety; 3.2.1 Legal Background; 3.2.2 Management of Health and Safety; 3.2.2.1 Risk Assessment; 3.2.2.2 Performance Standards and Indicators; 3.2.2.3 Monitoring, Audit and Review; 3.3 Regulatory Affairs; 3.3.1 Definitions of Terms; 3.3.2 Quality Management Systems; 3.3.2.1 The Quality Manager
3.3.2.2 Good Laboratory Practice (GLP)

Sommario/riassunto

A guide for younger R&D chemists as to how they can quickly evolve skills built around three factors -- people, knowledge and time. It covers the management of scientific personnel, management within a variety of R & D organizational structures, creating a climate of innovation, the management of projects including the time management and communication aspects of the job. As such, it teaches the vital managerial aspects of scientific jobs in industry, which are not taught at university, providing a deep and detailed insight into the intricacies of managing research.The text is divided neat

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Nota di contenuto	Contents; Foreword; Acknowledgments; Acronyms and Abbreviations; Executive Summary; 1. Introduction; FIGURE 1. Education and the Commitments of the MAP; FIGURE 2. Students in Higher Education, 1969-2006; FIGURE 3. Planned Reform to Basic Education Curriculum; 2. Trends in Enrollment and Completion; FIGURE 4a. Primary Enrollment, 1997-2007; FIGURE 4b. Junior Secondary Enrollment, 1997-2007; FIGURE 4c. SSE, TVET, and HE Enrollment, 1997-2007; FIGURE 5. International Comparison of Gross Enrollment Rates, Secondary and Higher Education, 2005 FIGURE 6. Share of Private Sector in Enrollment by Sub-sector, 1997-2007FIGURE 7. Entry into Higher Education by Baccalaureat Series, 2005-06; FIGURE 8. First-year University Dropout Rates by University, 2004-05; FIGURE 9. Student Survival, JSE to Higher Education; FIGURE 10. Distribution of the Population by Highest Educational Attainment and Income, 2004; TABLE 1. Madagascar: Net Enrollment Rates per Income Level in 2001 and 2005 (%); 3. Education-Labor Market Linkages; FIGURE 11. Madagascar: Labor Status of the Population, 2005 FIGURE 12. Cross-country Comparison of Adult Educational Attainment,

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BOX 5. Ten Characteristics of Successful Open Universities

Sommario/riassunto

With challenges similar to those faced by a number of low income countries, Madagascar faces critical policy choices with respect to post-basic education. Enrolment ratios in senior secondary education and tertiary education are 10 percent and 3 percent, respectively, among the lowest in the world. Critical skill shortages and pervasive inequities in access necessitate changes in the quantity and quality of education and skills. The increasing number of basic education completers and demographic growth are mounting pressure on the government to expand access to post-basic education. Responding