CONCLUDING REMARKS RECOMMENDATIONS. pdf

1: Concluding Remarks and Recommendations - Integrity in Scientific Research - NCBI Bookshelf

recommendations To facilitate the assessment and promotion of integrity in the research environment, the committee makes several recommendations, which are presented in the sections that follow. In combination, these recommendations are aimed at efforts to foster integrity in research at the individual and institutional levels and to ensure.

Bibliography Definition The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. For most college-level research papers, one or two well-developed paragraphs is sufficient for a conclusion, although in some cases, three or more paragraphs may be required. University of North Carolina; Conclusions. Importance of a Good Conclusion A well-written conclusion provides you with important opportunities to demonstrate to the reader your understanding of the research problem. Presenting the last word on the issues you raised in your paper. Just as the introduction gives a first impression to your reader, the conclusion offers a chance to leave a lasting impression. Do this, for example, by highlighting key findings in your analysis or result section or by noting important or unexpected implications applied to practice. Summarizing your thoughts and conveying the larger significance of your study. Identifying how a gap in the literature has been addressed. The conclusion can be where you describe how a previously identified gap in the literature [described in your literature review section] has been filled by your research. Demonstrating the importance of your ideas. The conclusion offers you the opportunity to elaborate on the impact and significance of your findings. Introducing possible new or expanded ways of thinking about the research problem. This does not refer to introducing new information [which should be avoided], but to offer new insight and creative approaches for framing or contextualizing the research problem based on the results of your study. University of North Carolina; Kretchmer, Paul. Twelve Steps to Writing an Effective Conclusion. San Francisco Edit, ; Conclusions. Structure and Writing Style I. It reminds the reader of the strengths of your main argument s and reiterates the most important evidence supporting those argument s. Do this by stating clearly the context, background, and necessity of pursuing the research problem you investigated in relation to an issue, controversy, or a gap found in the literature. Make sure, however, that your conclusion is not simply a repetitive summary of the findings. This reduces the impact of the argument s you have developed in your essay. When writing the conclusion to your paper, follow these general rules: State your conclusions in clear, simple language. Re-state the purpose of your study then state how your findings differ or support those of other studies and why [i. Do not simply reiterate your results or the discussion of your results. Highlighting the need for further research provides the reader with evidence that you have an in-depth awareness of the research problem. Consider the following points to help ensure your conclusion is presented well: If the argument or purpose of your paper is complex, you may need to summarize the argument for your reader. If, prior to your conclusion, you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to describe your main points and explain their significance. Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction or within a new context that emerges from the data. The conclusion also provides a place for you to persuasively and succinctly restate your research problem, given that the reader has now been presented with all the information about the topic. However, the nature of being introspective about the research you have done will depend on the topic and whether your professor wants you to express your observations in this way. If asked to think introspectively about the topics, do not delve into idle speculation. Being introspective means looking within yourself as an author to try and understand an issue more deeply, not to guess at possible outcomes or make up scenarios not supported by evidence. Developing a Compelling Conclusion Although an effective conclusion needs to be clear and succinct, it does not need to be written passively or lack a compelling narrative. Strategies to help you move beyond merely summarizing the key points of your research paper may include any of the following strategies: If your essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem. Recommend a specific course or courses of action that, if adopted, could address a specific problem in practice or in the development of new knowledge. Cite a relevant quotation or expert opinion already noted in your paper in order to lend authority to the conclusion you have reached [a good place to look is research from your literature review]. Explain the consequences of your research in a way that elicits action or demonstrates urgency in seeking change. Restate a key statistic, fact, or visual image to emphasize the ultimate point of your paper. If your discipline encourages personal reflection, illustrate your concluding point with a relevant narrative drawn from your own life experiences. Return to an anecdote, an example, or a quotation that you presented in your introduction, but add further insight derived from the findings of your study; use your interpretation of results to recast it in new or important ways. Provide a "take-home" message in the form of a strong, succinct statement that you want the reader to remember about your study. Problems to Avoid Failure to be concise Your conclusion section should be concise and to the point. Conclusions that are too lengthy often have unnecessary information in them. The conclusion is not the place for details about your methodology or results. Although you should give a summary of what was learned from your research, this summary should be relatively brief, since the emphasis in the conclusion is on the implications, evaluations, insights, and other forms of analysis that you make. Strategies for writing concisely can be found here. Failure to comment on larger, more significant issues In the introduction, your task was to move from the general [the field of study] to the specific [the research problem]. However, in the conclusion, your task is to move from a specific discussion [your research problem] back to a general discussion [i. Failure to reveal problems and negative results Negative aspects of the research process should never be ignored. Problems, drawbacks, and challenges encountered during your study should be summarized as a way of qualifying your overall conclusions. If you encountered negative or unintended results [i. Failure to provide a clear summary of what was learned In order to be able to discuss how your research fits back into your field of study [and possibly the world at large], you need to summarize briefly and succinctly how it contributes to new knowledge or a new understanding about the research problem. This element of your conclusion may be only a few sentences long. Failure to match the objectives of your research Often research objectives in the social sciences change while the research is being carried out. This is not a problem unless you forget to go back and refine the original objectives in your introduction. As these changes emerge they must be documented so that they accurately reflect what you were trying to accomplish in your research [not what you thought you might accomplish when you began]. Nevertheless, by the time you have finished writing, you may be having some doubts about what you have produced. Writing the Conclusion Chapter: The Good, the Bad and the Missing. College Writing Center at Meramec. Louis Community College; Conclusions. University College Writing Centre. University of Toronto; Leibensperger, Summer. Colorado State University; Kretchmer, Paul. San Francisco Edit, ; Writing Conclusions. Considering Structure and Organization. Institute for Writing Rhetoric. Avoid phrases like "in conclusion But readers can see by the tell-tale section heading and number of pages remaining to read, when an essay is about to end. If you have new information to present, add it to the discussion or other appropriate section of the paper. University of North Carolina.

CONCLUDING REMARKS RECOMMENDATIONS. pdf

2: Conclusion - ERS

Definition of Concluding Remarks in an Essay. A concluding remark is the last sentence of the conclusion in an www.enganchecubano.com is called a concluding remark because it sums up the entire purpose of the essay in a single sentence.

Conclusions and Recommendations Overview Improved technology is critical if U. To be profitable, it is necessary that U. Shipbuilding Technology and Education. The National Academies Press. The committee must make the sober observation that no industry in a position similar to the position of U. Given the current position of U. This committee urges a broader examinationâ€"focused on more than technologyâ€"to determine what is required for the success of the industry. In particular, this examination should cover financing of all kinds, with a close look at U. In the past, financing has been much more important than technology in determining the competitive position of shipbuilders, and this will probably be true in the future. The proposed broader examination could be led by the industry, with cooperation from the federal government. In taking this broad view, such an examination should ensure that total support for U. This broader examination should also include the need for the United States to formulate a public policy approach that creates organizational, structural and financial incentives. The range of incentives may be essential for building a viable industry in the United States. Having been absent from the commercial markets for large ships for many years, U. They must also acquire a better understanding of the close relationships among these capabilities. For example, foreign shipbuilders have developed regular working relationships with suppliers and are able to procure good quality components rapidly and cost-effectively; whereas U. In other industries, building this kind of knowledge has been time consuming and expensive. System technologies, engineering and manufacturing systems that support the yard, are also behind international practice. Improving the basic layout and material flows to international standards will be difficult and will require a high degree of process simulation to minimize capital costs while improving process flow and unit cost. Such process simulation technology now has many other applications, but it must be adapted for commercial shipbuilding so that yards can reprocess their work flows within financial constraints. Within the shipyards, U. Although the basic technology is well understood and the technology being applied in international yards has been observed and analyzed by U. In addition, foreign builders cut and weld more complex shapes to closer tolerances and to international commercial standards. As in other industries, such as automobiles and machine tools, international competitors are producing high quality products faster and at lower cost than the United States. For example, fast ferries are being made in Australia, other ferries in Europe, and cruise ships in both Scandinavia and Italy. The Koreans and Japanese are building tankers and other bulk carriers. Once again, obtaining this experience will take time and money. But they are not sufficient. During the early phases of MARITECH, the focus has also been on the "front end" of the shipbuilding process, that is, on new marketing and preproduction and on product design and materials, the areas where the industry is weakest. Continued support of these front-end areas, including process modeling, is a way government can help. Continued support for shipyard production and design technology improvements is desirable, but it will have a modest effect unless there is an innovation that will capture customers or substantially reduce cost. The NSRP, concentrating on standards, technical evolution of components, and processing, is helpful and of good quality, although it is substantially subscale. But high technology comes at a high cost. The many other shipbuilding-related programs that the committee examined offer very high technology but at costs that are prohibitive for the international commercial market. For many years the government programs that have been the most consequential have been financial, not technical, programs. The construction differential subsidy in the s and Title XI, more recently, have clearly made a much greater difference than technical programs. The implications, however, are beyond the scope of this report. To improve the U. Although it may not be practical for all noncombat ships, Navy procurement represents the largest single shipbuilding budget and has the greatest potential for improving U. It would be important that the material and equipment used for these ships be commercial items used in commercial ship construction, not items based on military specifications that had been converted to commercial specifications. The educational system, which produces the naval architects and marine engineers with a basic understanding of design and materials and the systems thinking needed to design ships, is absolutely essential to the long-term health of the U. In the long run, the development of systems thinking and analysis, together with basic technical research often funded by ONR , will be important to the U. It is equally clear, however, that education, because its effects are seen over such a long time, cannot make a material difference in the next five to ten critical years as U. In the short run, university faculties could help in several ways. As the industry becomes more successful commercially, more undergraduates will likely be attracted to the industry. In fact, this may be the only source of support for some young faculty members. A good number of these graduates could return to the field with three to five years of experience in industry and be satisfactory naval architects and marine engineers. When other industries were seriously challenged by international competition, the faculty of related schools made efforts that were not purely technical but were also designed to bring about both technical and economic improvements in process engineering, tooling, material processing, and the like. In turn, the shipbuilding industry seems to contribute little to the health of the schools. The common distress of both should mark the beginning of a common effort to strengthen both. Page 97 Share Cite Suggested Citation: Judged by the difficulty that other industries have encountered, the magnitude of the task of regaining a significant share of international shipbuilding is enormous. No other substantial industry has achieved such a turnaround. Industries that have been severely damaged by international competition and recovered were still in their markets and took several years to learn new skills to become serious international players. This is true for the electronics, electrical equipment, automobile, and steel industries, for example. All of them had to invest and incurred large losses over several years to reestablish a position. This fact argues against the likelihood of success for U. For shipbuilders, it simply calibrates the difficulty of their task and helps to establish the level and quality of effort that will be needed for success. Policy Recommendations Recommendations for Industry Recommendation 1. Individual shipbuilders should develop detailed plans for entry into the international commercial market. To ensure a high probability of success in becoming competitive, shipbuilders must develop comprehensive strategies and detailed plans. These plans must cover required building hours, quality levels, skills, and management systems in detail. This recommendation might seem trivial or not particularly helpful. But discussions with executives in industries that have regained international positions against tough competition invariably indicate that a better early understanding of the difficulties, the competitors, and the customers would have made a major difference. Plans also need to include reasonably good estimates of capital expenditures and their timing, the risks of achieving success in different market segments, and of the likely levels of yard manpower, which almost certainly will be substantially lower than the manpower levels required for construction of military ships. Detailed plans may be more than a single yard can afford. Corporate owners of shipyards will almost certainly require reasonable expectations of return before investing the amounts that are likely to be needed. Although such recommendations may seem self-evident, they were not evident to automotive, steel, and electronics companies, except in hindsight. During the current decline of the shipbuilding industry, looking at the health of education may be difficult, but doing so is essential to the long-term health of the shipbuilding industry. Recommendations for Government Recommendation 3. The Department of Defense should acquire all noncombatant ships, including Sealift ships, using commercial specifications and commercial Page 98 Share Cite Suggested Citation: Current procurement practices create inherently inefficient design, engineering and procurement practices in U. The business methods developed to meet these procurement requirements are entrenched in U. Until the industry reaches a level of investment approximating that of European yards for technology and capital, only ARPA is investing at the scale required for the industry to become competitive. The "front end" includes both business-process technologies, such as marketing, estimating, sourcing, and process simulation, and technologies related to product design. ARPA should insist on viable business plans for each project, and if they are lacking, should cancel the project and concentrate funds where there is a reasonable chance of success. MARAD should be more aggressive as an informed commentator on efforts required by the industry to become internationally competitive. MARAD can also help by collecting general market information, much like the departments of Commerce or Labor, but success will depend on individual shipbuilders understanding their target market segments to a depth well beyond that achievable by MARAD. More useful still would be a technical assessment of international yards that would provide U. This information would need to be available to any U. There will be a serious need to monitor the many ways other governments subsidize their shipbuilding industries. Because financial mechanisms and subsidies have played a major part in competitive position for decades, the single most important function of MARAD would be to ensure reasonably accurate measurement of these subventions and subsidies in other shipbuilding countries. Certainly, the economics of technology will be of overwhelming interest to the industry in the next decade. Relatively little study has been done of the economics of various available technologies. Finally, a significant effort in process simulation at the level of the entire yard, including suppliers, material handling, fabrication, erection, and outfitting, would provide the least-cost approach needed for U. The schools should continue concentrating on subjects traditionally taught but should turn much greater attention to the economic health of the industry. Universities, with their multiple disciplines, led by the naval architects and marine engineers who justifiably lay claim to being good systems thinkers, should be able to seize the problem that U. The committee hopes that this talented group of academicians will take the initiative. Page 92 Share Cite Suggested Citation:

3: 3 Concluding Remarks | Adequacy of Climate Observing Systems | The National Academies Press

The closing statement in a letter of recommendation should be one or two sentences at most, and it should make a clear statement of recommendation that flows logically from the points made in the assessment part of the letter.

First, you need to express your positive feeling about writing the letter. Then explain how long you have known the person and what your relationship has been supervisor, teacher, co-worker. I am delighted to be called upon as a reference for John Smart. I first became acquainted with Mr. Smart in , when he joined the Smart has asked me to write a letter of recommendation to accompany his application for PhD program in Physics at MIT. I am very pleased to do so. It has been a pleasure to be Mr. I am happy to write this letter of recommendation for Steven Smart. In this letter I would like to express my respect and appreciation for this bright young person, who brought outstanding contribution to the work of my group. I have no hesitancy in writing a letter of recommendation for Mr. It is a pleasure to write a letter of recommendation for as Ms. I have known Ms. Smart since , when she enrolled in my accounting class. Statements of past performance, accomplishments, and contributions are helpful. The more relevant the items mentioned, and the greater the detail, the better your letter will communicate your positive recommendation. General comments provide a neutral recommendation or suggest that you do not really recommend the person highly. Since the beginning of our collaboration I know him as an energetic and goal-oriented person. He grasps new concepts quickly and accepts constructive criticism and instruction concerning his work. While she was with us she supervised the maintenance of all computer networks. This responsibility involved working with 42 separate offices. He has proactively joined research at our institute. I would like to mention here, that John is accurate and thorough in his research, pays attention to details and has no dread of routine work. His extraordinary ability to analyze problems and outline necessary courses of action was invaluable. In a class of thirty, he completed the course with the second highest grade. That was mostly due to her assiduity and devotion to work that she was soon able to proceed with actual experiments. I would like to say that it is pleasant to work with Michael, he is reliable and intelligent person with good sense of humor. Her greatest talent is in developing innovations for new products. She finishes her work on schedule. When she has a concern or question about an assignment, she speaks her mind clearly and directly, giving voice to what others may feel but cannot or will not say. From our collaboration I can conclude that George has a strong motivation for scientific work. He is a focused and determined person.

4: How to Conclude a Business Plan | www.enganchecubano.com

Step-by-step guide on how to write the Conclusions and Recommendations sections of a report.

A few of these systems function reasonably well, but for most, there are clear warning signals that must be heeded if climate variability and change is to be observed with sufficient fidelity over the next decade or two. It is insufficient to evaluate in isolation the status of individual climate observing systems, rather they should be evaluated on how well they form a comprehensive, integrated climate observing system. Today, no one agency has claimed a primary mission of long-term, homogeneous climate observations. The evidence leads to the conclusion that this is an ancillary activity for all agencies involved in observations. Moreover, the USGCRP has neither the charter nor the ability to compel agencies to support programs they have failed to embrace. The consequence of these factors is that the institutional environment for developing and maintaining a credible, integrated climate observing system does not exist. Scientists can assist in evaluating the merits of proposed alternative solutions, but there are many non-scientific aspects of an institutional nature that will determine the choice of an ultimate solution. However, the panel believes the USGCRP, or its parent, CENR, should consider developing and adopting a strategic plan containing alternative options that would be responsive to resolving this problem. It could incorporate the involvement of administrators at appropriately high levels, including OSTP and OMB, to adopt or, if required, to seek Congressional approval for changes in agency objectives and programs. Page 34 Share Cite Suggested Citation: Adequacy of Climate Observing Systems. The National Academies Press. Those agencies that manage operational systems for weather forecasting and other societal purposes, and those agencies that operate longer-term research networks need to exercise increased stewardship over those aspects of their operations that contribute to a homogeneous climate data base. These agencies should resist budgetary pressures and other factors that erode the climate value of observations. The funds required to maintain the value of observations for climate detection and attribution are a few percent of the total operating cost of the existing operational and research systems and are usually incurred in the initial design considerations. Additionally, the USGCRP should note that even though some observing systems have been maintained in a research mode for many years, continuity of these observations is not assured because they satisfy no ongoing operational requirement and are therefore subject to the vagaries of research funding. Budget pressures on the satellite programs resulted in the natural process of reducing the lower priority activities. To develop and maintain an integrated climate observing system, the USGCRP should develop a long-term strategy that identifies observing systems and schedules to transform research systems into an operational status. The technical and institutional steps necessary to transform a research observational system into operational status should be carefully considered to preserve the homogeneity of each data record. The panel would be remiss, however, if it did not identify concerns about the potential impact of agency plans and initiatives. If implemented incorrectly, these plans could greatly change the observing programs over the coming two decades with a concomitant, and largely unknown, impact on the climate record. As long as climate activities rely mostly on operational networks that do not recognize climate data requirements, those agency plans and initiatives will be of fundamental concern to the climate community. The growing emphasis on operational mesoscale observations and forecasts inevitably will lead to a growing reliance on remote sensingâ€”both surface- and space-based. If, in the process, existing in situ networks, such as the radiosonde, are reduced in size or importance, there could be a large negative impact on the ability to assess climate and climate change. The panel recognizes that many of the atmospheric observations in ocean areas can be provided only by global Page 35 Share Cite Suggested Citation: At the moment, however, only sketchy information exists on the suitability of remotely sensed data as a source for climate change detection and attribution. Some studies have shown a positive impact of these data; others have clearly indicated substantial problems, two of which are calibration and poorly documented changes in the instrument performance from one satellite to the next. This report notes the need to build climate observing requirements into the operational programs as a high priority. That need is especially important as observing networks rely even more on remote sensing. Climate requirements should be considered in the planning process. There should be sufficient funding to test and evaluate new data sources before implementation, and support should be given to developing the new data assimilation and related techniques needed to make the transition from current to future observing systems. Page 33 Share Cite Suggested Citation:

5: Analysis of Cadbury Worldâ€™s operation management - www.enganchecubano.com

Synonyms for concluding remarks in English including definitions, and related words.

The entire study can be downloaded free of charge via SlideShare. There are more than 1. The vast majority of these internauts have a Facebook account. Fast adoption of smartphones boosts social media use Most of the participating countries have seen a significant rise in the use of smartphones over the last twelve months. In most countries nearly everyone has an internet subscription to go with their mobile. Unfortunately, Belgium is the exception to the rule. The rise of mobile internet is pushing the use of social media to new heights. Consumers with mobile internet access use the social web more often and more intensively. Most internauts use no more than two social network sites New social network sites will find it extremely difficult to carve out a niche in the market; the majority of consumers are quite happy with the sites they are currently using and they have no intention of expanding their social media use. Most readers of this article â€" including its author - most likely belong to this second category. Other people probably think we are freaks. Pinterest and Instagram are the rising stars New social network sites will have a hard time succeeding unless they have a unique function. Instagram and Pinterest clearly fit the bill. In addition, users of both sites are very enthusiastic and intend to spend more time on these sites in the future. However, the same can be said of the Instagram site whose audience is also predominantly female. Klout is a niche Many marketing and social media professionals worry about their Klout score. This is probably the same group of people who are a member of more than five social networks. Half of consumers are connected to at least one brand People do more than just talk to each other on social media; they also like to link their profiles to certain companies. The average consumer is a passive follower of 8 to 15 brands and an interactive follower of 4 to 8 more. Consumers are very clear in their expectations of brands. They like free goodies, competitions and games are fun and, finally, they are more than happy to help companies improve their existing products and services. One in two social network users occasionally post brand-related content. The good part is that the vast majority of these posts are positive. Personal experience with a specific product or service is the main reason why consumers write about a company, followed by promotions, competitions and general news regarding the company in question. Ads are losing their role as a conversation starter. Pinterest probably more interesting for brands than Instagram Most brand-related content posted by consumers can be found on Facebook and Twitter. This is obviously related to the degree of penetration of both sites. Consumes are much quicker to post brand content on Pinterest than on Instagram. In the long term, Pinterest may well develop into a very interesting brand platform. However, our study shows that being a brand fan also compromises your credibility. They primarily want to help improve existing products and services. Incidentally, most consumers are not looking to be rewarded financially; all they are asking for is company feedback on their input. Most people prefer an online community as a platform for helping companies. In this regard, Facebook communities are as popular as market research communities. Important to all social media professionals Every year I anxiously await the results of this study. The trends we identified last year have largely been confirmed. The study also gives us an insight into the status of the latest online toys. In my opinion, the main conclusion is that us social media fanatics should take care to remain firmly anchored in reality. Not everyone wants to try every new platform and not all of us are waiting for some obscure software update. On the contrary, the reality is that the average consumer has more or less shaped the social media landscape and structural changes are unlikely in the next few years. Consumers are active on just one or two social networks. They have integrated these sites into their everyday lives and while mobile technology is speeding up this process, this is as far as it goes for now. A fringe minority of consumers juggle more than four social network accounts or attach at least some importance to Klout. Of course, there is nothing wrong with being a social media fanatic, but when advising companies we need to keep our feet on the ground and be realistic. Click here if you want to read the full report.

CONCLUDING REMARKS RECOMMENDATIONS. pdf

6: Report conclusion

If your report includes recommendations, you'll already have stated them in the executive summary and supported them throughout the document. So your conclusion should contain no surprises - no Brotherhood of Man-style twist.

In this final chapter, we summarise our main conclusions in each of these areas, preceding this with a consideration of the effects of organisational and managerial diversity, before turning to assess the limitations and implications for future research and, finally, drawing out the recommendations from our study. Effects of organisational and managerial diversity The study was designed to enable analytical generalisation reflecting the diversity in the range of trusts within the NHS and across the range of employees in the NHS charged with management responsibilities. To capture organisational diversity, three case study organisations were chosen: Our assumption was that these trusts would vary in terms of geographical spread, the number of locations from which services are provided, the diversity of services provided and the number of organisations purchasing services from them. Empirically, these presumed differences were confirmed, although two of the three trusts did undergo substantial changes during the course of the research. However, contextual influences are not merely objective forces acting on organisations: Therefore, a core element of our study was to identify organisational factors and aspects of change which interviewees themselves saw as impacting most powerfully on management practice and knowledge sharing. Collectively, these differences provided a detailed and complex picture of the context within which our managers operated and represented a key element in developing our empirical and thematic analysis. Managerial diversity was equally important, particularly in the light of the contested nature of management and leadership in the NHS discussed in Chapters 3 and 4. A key objective was to ensure that the study fully captured the distributed nature of the management and leadership in the modern NHS and avoided a too simplistic and misleading dichotomy between management and clinicians. To ensure that this happened in a structured and meaningful way, a model of management in the NHS was developed and refined, based around a continuum of clinical and managerial training and experience see Figure 1. The main purpose of this model was to guide us in the recruitment of research participants in each trust, using purposive and non-random samples to differentiate between broad clusters of clinical, general and functional managers in each trust. As with the selection of case studies, these differences were necessarily broad-brush, but the empirical research was then used to reveal the substantial richness and complexity encapsulated within this simple model. Nonetheless, these three broad management groups, alongside the three case study organisations, did provide a valuable analytical tool in our empirical and thematic analysis. Therefore, the model itself represents a novel feature and direct deliverable from our research as it provides a tool that allows us to differentiate between these three managerial groups. Management and leadership in the health-care context As noted in the discussion in Chapter 1 , the study of management in health-care organisations faces a number of theoretical and empirical challenges, one of which is to work with the complex relationship between management and leadership, a theme that has been explored at long length in academic and practitioner literatures. In particular, historical tensions between management and clinical professions result in an ongoing suspicion of and resistance to management both as a function and as a cadre. Our analysis of health-care management, therefore, recognises the evolution of terminology in the NHS, in the first instance in the privileging of management over administration, and more recently in moves to celebrate leadership, including clinical leadership, over management. To address management effectively, paying full recognition to its political complexity in this context, our approach in this study was to address management inductively: The first aim of our empirical research was to draw out and differentiate understandings of management and leadership as understood and practised by respondents in our study, rather than imposing meaning externally. The result is a more complicated and contested, but nevertheless richer, picture of management in our subject organisations, as understood, practised and articulated by managers both formally and informally. This mapping out of meanings of management in our study, assisted through the development of our selection framework for managers see Figure 1 , led to two key findings from our research. First, management in the NHS is not only a heterogeneous activity, but also a heterogeneous identity, in that it is distributed among a wide range of occupational groups classified by ourselves into the aggregate categories of clinical, general and functional , which draw upon highly diverse sources of knowledge, learning and experience and who interact through very diverse and open distinct networks of interaction and CoPs. Second, in this milieu, it is general managers who face the greatest challenge in sharpening their sense of professional identity based around a distinct and coherent managerial knowledge base. Knowledge, knowledge mobilisation and learning To examine these knowledge processes further, the report drew upon a classical differentiation between explicit and tacit forms of management knowledge and between abstract learning and learning that is situated in practice. This enables us to distinguish between four primary types of knowledge in our study: In turn, this system helps to draw out the challenges involved in attempting to mobilise knowledge between contexts and to abstract it from, and translate it into, practice, through processes of socialisation, externalisation, combination and internalisation. Equally, however, there was the challenge of translating local and embodied solutions and innovations into generalisable and transferable knowledge. Similarly, this focus enabled the identification of particular barriers and gaps in this mobilisation process. A particular theme of interest in light of this framing was the role of formal training and development in management and its impact and importance when compared with other, more experiential modes of learning. Although focused on management knowledge, the elephant in the room throughout our discussions has been the particularly influential body of professional knowledge associated with clinicians, against which managerial knowledge and understanding are often juxtaposed. It was therefore necessary to pay attention to the ways in which management knowledge was perceived to be in competition with, or judged against, medical bodies of knowledge in the process of collective decision-making, for example. At the same time, as many of our managers were simultaneously, or formerly, clinicians, the performance of their role often relied as much on their clinical or other professional knowledge and experience and the credibility it gave them as it did on their managerial know-how. Taking these two aspects together points to a third key finding to emerge from the research, namely the strong tendency for managerial knowledge, particularly that harnessed by general managers, to be more home grown situated in local practices and experiential. Local pressures associated with trust reporting and management requirements combined with the hegemony of clinical know-how and the influence of a financial discourse tended to create a strong reliance on local and experiential knowledge notwithstanding the potential value of alternative, external forms of knowledge and learning. Although our theoretical framing was substantially informed by contemporary thinking on knowledge sharing and learning, which emphasises the socially situated nature of knowledge, it also emphasises the importance of learning or knowing through social interaction in NoPs and CoPs and this is what we turn to next as the third of our major themes. Networks and communities of practice An understanding of flows of knowledge requires an insight into the nature and dynamics of the networks and communities within which practitioners are located, opening up a consideration of the various NoPs and CoPs to which managers may belong, their role and organisation, the relationship between the interactions they enable or constrain and associated processes of socialisation and learning or exclusion and non-learning. Despite the value of the substantial literature on CoPs that highlights the interpenetration of socialisation and knowledge-sharing processes, we also recognise the limitations of too exclusive a focus on this type of arrangement. Therefore, we focus on a broader and more extensive concept of networks, a concept which allows for a greater diversity in terms of their degree of co-ordination and cohesion, strictures on membership, the ways in which they are formed and their location within or across organisational boundaries. To be clear, several of the networks examined empirically in the study do indeed display the cohesion of a CoP, but many are significantly more informal, loose, open and flat or distributed networks, which nonetheless play a key role in knowledge mobilisation and socialisation for the managers in our study. To capture the meaning and significance of these networks, we set out to discover what networks exist, how they function and what purpose they serve for the managers in each trust. In other words, the process was an inductive one of ascertaining the network connections of salience and importance to managers, rather than a narrow but more constrained focus on formal, closed or centralised networks and, especially, those with a highly performative focus on narrow instrumental goals. We examined these outcomes in terms of both individual and organisational benefits, cognisant of recent and on-going debates on the value of social capital but, again, without reducing networks and the activity of forging relationships to narrowly instrumental motives. Perhaps the key general finding to emerge in this respect was the challenges faced by general managers in being able to access fully and be actively engaged with wider networks of professionals not only across trusts but within them too. Not only did this mean that general managers had less opportunity to gain potentially valuable knowledge and support, but also that it tended to reinforce any reliance on local and experiential knowledge, adding to any inward-looking tendencies. Limitations and directions for future research Our research has lent strong support to the framework developed in Figure 1 as a means of differentiating between relatively distinct managerial groups and the quite different NoPs and CoPs they tend to engage with. It has also demonstrated the value of situating analysis of management knowledge mobilisation and utilisation in the context of the particular organisational conditions and challenges facing those diverse managerial groups. However, that very complexity and diversity also inevitably creates limitations for how qualitative research is able to tap into the processes concerned. One obvious limitation is in the restriction in the range of case organisations to three types of trust. The research has adopted standard and accepted protocols for case study design and selection that emphasise the importance of choosing cases that show variation in key conditions in this research, expected variation in managerial knowledge networks and which rely on analytical, rather than statistical, generalisability to extrapolate findings to different types of setting. However, the importance of a holistic understanding of case conditions and their effects also alerts one to the possibility that different constellations of conditions may create different outcomes in other types of trust. Only by extending the research systematically to consider all potential types of trust would it be possible to conclude that the range of likely conditions are fully captured in the research design. Second, a similar limitation is in the number and range of participants included in the research. Again, the research has applied small-scale purposive sampling, rather than large-scale random sampling methods to systematically select participants for interview. As such, the findings are inevitably restricted to the range of experiences and conditions faced by the selected group of managers. The qualitative nature of the study has allowed us to choose our participants carefully in order to ensure an appropriate range of respondents and then to examine their experiences in considerable depth. Moreover, respondents have also effectively acted as key informants on the issues faced by managers generally and we have been able to augment interview data with direct observation of management practices. However, there is clearly scope here for more extended research that explores the issues raised through larger-scale systematic or random sampling of respondents both within and across trusts. This could be based on the use of the framework of management types developed in our study. Third, the ethnographic study of the managers, their access to knowledge sources and their involvement in networks is also inevitably constrained by the resources available to conduct such research in the depth that would be required to get a complete picture of managerial knowledge mobilisation and utilisation. The data obtained have provided rich insights into the ways in which different managers access, share and use managerial knowledge and how this relates to diverse organisational and professional circumstances. However, each of these networks of interaction in which specific groups of managers are involved is worthy of study in their own right. Consequently, there is clearly further scope for exploring in greater depth any or all of the networks of interaction that involve the managers we studied and others effectively in their own right. Research of this type may employ similar ethnographic methods, but could also use more quantitative techniques, such as social network analysis. This research has signposted areas in which further research may reveal important details about the structure and dynamics of such networks of interaction, knowledge creation and sharing, but has not been able to capture these in full. Fourth, the ethnographic element of the research has been important in helping to understand and situate management knowledge and learning processes in practice. But there is more that could be done to extend this type of work to get deeper insights into these processes. Resource constraints meant that it was not possible to extend this aspect of the work fully, for example through extended periods of stay or shadowing of managers or tracking interaction further into external NoPs and interaction. Selection of managerial events and encounters to observe also means that a standard criticism of ethnography that findings from observations are inevitably restricted to what is observed apply to this research as well. More extended ethnographic study is one way to build on the insights from this study to get further insights into the processes involved. Last but not least, recent changes to the relationships between primary and secondary health care pose a number of further important potential questions about the nature, sources and application of management knowledge in a changing health-care environment. The scope of this research has not extended to primary-care organisations, so there is a need for further research to explore management knowledge and learning processes in the primary-care domain as well as in the changing interface between secondary and primary care. Recommendations There are seven general recommendations that emerge from the research, each of which has a number of implications for practice at, variously, national, regional or trust level. These are particularly in the realm of management training and development, but also encompass steps that trusts and other agencies might take to improve the structural context within which managers work and are embedded. Value management as well as leadership. The research points to a widespread tendency to denigrate management in favour of heroic conceptions of leadership. There are benefits to be gained from a clearer recognition of the contribution of effective management and the necessity of explicitly presenting management and leadership as equal partners in managing complex and changing organisations. Leadership training and development programmes e. Such programmes also need to balance an emphasis on leadership with continued attention to the importance of management skills especially leadership-related skills, such as interpersonal communication. Local trust training and development programmes can help maximise the transferability of context-specific leadership training to management practice by ensuring that analysis of leadership challenges and solutions continue to be firmly situated in management problem-solving and decision-making scenarios. The evidence underlines the value of networks and other social modes of engagement to overcome these epistemic boundaries and assist the circulation of knowledge. Training and development programmes provided at trust level need to ensure a balance of emphasis on learning from experience with the use of more codified systems of knowledge that can effectively challenge received wisdom and accepted practices. Trusts need to be aware of the need to capture and share knowledge and learning that may be localised in specific parts of the organisation e. The challenge of managing the relationship between clinical and managerial communities is pervasive across health-care organisations. Our trusts each adopted distinct structural, relational or personally embodied means to manage this relationship, each reflecting their organisational contexts. The research suggests that there is no universal solution and that trusts need to tailor their approaches to manage this divide. Trusts need to carefully consider how they attempt to bridge the clinicalâ€”managerial divide and tailor their approaches to achieving this to match the specific context of interaction e. National leadership programmes should be considered as an opportunity for cultivating networked interaction between distinct types of managerial groups especially clinical and general. This approach would encourage development of shared perspectives between the CoPs on the use and application of specific types of managerial knowledge. There may also be opportunities for trusts to develop mechanisms for such networked interaction focused on management issues and solutions at a more local level, provided that they occur away from immediate operational pressures. Such initiatives may be particularly important in the context of significant recent changes in the relationship between secondary and primary care. In the light of the evidence on translation gaps in health-care organisations, our research suggests that receptivity to management knowledge, and the innovative or creative use of this knowledge, is enhanced by training and development that allows space and time for reflection and knowledge translation. This applies across all managerial groups, but especially to general managers. Middle managers, especially those in general management positions, need more access to leadership development and training opportunities that are better synchronised with the demands of their role and the stage of their career. Wider national leadership training programmes can help bridge that gap, provided that the knowledge base they impart e. Trusts also need to find ways of giving middle managers time out from busy schedules to take up any opportunities afforded by more advanced training and development programmes that are based on such reflective learning processes. Encourage strong network ties. Therefore, recognition of the embeddedness of knowledge processes in social networks points to the importance of supporting the formation of strong network ties to enhance knowledge sharing and learning. Opportunities provided for networking through national leadership development programmes are recognised as valuable but can also be sporadic or limited in their availability.

CONCLUDING REMARKS RECOMMENDATIONS. pdf

7: 9 Tips to End a Speech With a Bang

Concluding remark is an ending remark. My concluding remark is that the zoo should be shut down until all animal enclosures are inspected and deemed to safe from any breaches by children. k Views Â· View 2 Upvoters.

Department of Health and Human Services DHHS to develop means for assessing and tracking the state of integrity in the research environment: Attention to issues of integrity in scientific research is very important to the public, scientists, the institutions in which they work, and the scientific enterprise itself. No established measures for assessing integrity in the research environment exist. Promulgation of and adherence to policies and procedures are necessary, but they are not sufficient means to ensure the responsible conduct of research. There is a lack of evidence to definitively support any one way to approach the problem of promoting and evaluating research integrity. Education in the responsible conduct of research is critical, but if not done appropriately and in a creative way, education is likely to be of only modest help and may be ineffective. Institutional self-assessment is one promising approach to assessing and continually improving integrity in research. The elements discussed in Chapter 2 appear to be associated with integrity in research, but the specific contribution of each element remains poorly defined. Empirical studies evaluating the ethical climate before and after implementation of specific policies or practices are lacking; as a consequence, the decision to implement particular programs is often based on anecdotal evidence. True misconduct is rare, and statistics on misconduct are approximate. Thus, looking for a decrease in rates of misconduct is not a viable way to assess the effectiveness of measures implemented to foster integrity in research. In addition, although it is relatively easy to catalog lists of policies and procedures, it is much less straightforward to measure performance and outcomes in the research environment. Because of the limited empirical data on factors influencing responsible conduct in the scientific environment, the committee drew on more general theory e. On the basis of the available information, the committee has described practices that promote the responsible conduct of research Chapter 2 and has presented a theoretical model Chapter 3 that contains many of the key components of the research environment and their interactivity. However, this is relatively new territory that needs to be examined with greater precision. Generating specific empirical data on integrity in scientific research is essential to help institutions determine the effectiveness of their efforts to foster a research climate that promotes integrity. Such data will also aid them in the development of better programs and policies in the future. RFA-NS , is an important first step toward this goal, as it highlights a variety of potentially productive research topics, as does the ORI website http: The committee believes these topics are best studied in the context of the model presented in Figures and In addition to the important research questions identified by ORI in its program announcements, the committee identified additional topics that warrant further study. Methods and Measures Gaining the methodological expertise needed to carry out research on the relationship between the research environment and integrity in research will require the development and validation of measures, particularly indicators that are observable and quantifiable within the research environment. For example, existing means of conceptualization and measurement of the organizational climate will have to be adapted to the specific context of the assessment of the ethical climate within the research environment. Furthermore, to measure the outcomes of efforts related to fostering integrity in the research environment, either new instruments must be designed and validated, or existing outcomes and measures see Appendix B for examples must be modified and validated in the specific context of the assessment of the ethical climate within the research environment. This development of reliable and valid measures can take considerable time and effort, but it is a necessary first step in a research process leading to a better understanding of the relationship between the research environment and integrity in research. Note that two distinct types of measures should be considered: Existing methods and measures, examples of which are described in Appendix B , provide models that could be adopted or adapted to evaluate the factors of culture and climate that promote integrity in research. Similarly, Appendix B also provides examples of measures that have successfully been used to assess learning outcomes in professional ethics programs. Elements of the Research Environment Research is needed to fully understand the roles of the various elements of the environment that foster the responsible conduct of research. Questions to be considered include the following: Organizational structure In what ways do variations in organizational structure e. Physical structure Does the physical structure and layout of the research space, or how the space is allocated, affect the ethical and moral climate and the responsible conduct of research? For example, what are the effects of open spaces versus closed spaces for conducting research? What are the effects of various groupings of people within these spaces? Funding What is the relationship between the availability of and competition for funding and the responsible conduct of research? Incentives and rewards How do existing incentive and reward systems within and outside universities affect the responsible conduct of research? What, if any, aspects of these systems are counterproductive in fostering integrity in research? Collaboration How is integrity in research affected by collaborations within and across institutions? Effectiveness of codes of conduct and honor codes Do honor codes and professional codes of conduct foster integrity in research? If so, under what conditions do they have an impact? In combination, these recommendations are aimed at efforts to foster integrity in research at the individual and institutional levels and to ensure continuous institutional self-assessment and quality improvement. Funding agencies should establish re search grant programs to identify, measure, and assess those factors that influence integrity in research. The Office of Research Integrity should broaden its current support for research to fund studies that explore new approaches to monitoring and evaluating the integrity of the research environment. Federal agencies and foundations that fund extramural research should include in their funding portfolios support for research designed to assess the factors that promote integrity in research across different disciplines and institutions. Federal agencies and foundations should fund research designed to assess the relationship between various elements of the research environment and integrity in research; similarities and differences across disciplines and institutions should be determined. As discussed earlier in this chapter, further research in needed to 1 develop and validate assessment methods and measures and 2 fully understand the roles of the various elements of the research environment in the responsible conduct of research. The results of such research will allow for more effective implementation of the following recommendations. Each research institution should develop and implement a comprehensive program designed to promote integrity in research, using multiple approaches adapted to the specific environments within each institution. It is incumbent upon institutions to take a more active role in the development and maintenance of climate and culture within their research environments that promote and support the responsible conduct of research. The factors within the research environment that institutions should consider in the development and maintenance of such a culture and climate include, but are not limited to, supportive leadership, appropriate policies and procedures, effective educational programs, and evaluation of any efforts devoted to fostering integrity in research. Federal research agencies and private foundations should work with educational institutions to develop funding mechanisms to provide support for programs that promote the responsible conduct of research. Integrity in research is critical to the progress and acceptance of science. Although a high level of integrity generally characterizes the research community today, lapses in integrity do occur, and some are destructive. It is in the interest of the entire research community that there be sustained, systematic, and explicit efforts to ensure integrity in research. It is important that all institutions have a clear organizational structure and an unambiguous designation of who has the authority and responsibility for research integrity. Institutional leaders should set the tone for their institutions with their own actions. Senior researchers should set an example, not only in their own research practices but also in their willingness to engage in dialogue about ethical questions that arise. Because of the ever-changing nature of science, the research community needs to continuously adapt and improve upon its traditions of responsible behavior, communication, education, and policies with regard to integrity in research. Federal research agencies and private foundations are appropriate sponsors of grant programs to support research into the development of programs to promote integrity in research and the assessment of the effectiveness of such approaches. In addition to funding the process of development and validation of programs, financial resources are needed for the ongoing implementation of the programs themselves. In principle, costs associated with federally sponsored research could be supported through the indirect costs associated with federal research grants and contracts. However, administrative costs on grants and contracts to educational institutions but not to other research entities have been capped, and universities alone now bear the additional costs associated with the development or enhancement of programs that promote or evaluate integrity in research. Institutions should implement effective educational programs that enhance the responsible conduct of research. Educational programs should be built around the development of abilities that give rise to the responsible conduct of research. The design of programs should be guided by basic principles of adult learning. Integrity in research should be developed within the context of other relevant aspects of an overall research education program, and instruction in the responsible conduct of research should be provided by faculty who are actively engaged in research related to that of the trainees. They need to understand the importance of these standards and expectations, acquire the capacity to resolve ethical dilemmas, and recognize and be able to address conflicting standards of research conduct see Chapter 5. Attention also needs to focus on how education in the responsible conduct of research is conducted. Education in the responsible conduct of research should 1 be provided within the context of the overall educational program, including as part of mentor-student interactions, the core discipline-specific curriculum, and explicit education in professional skills; 2 take place over an extended period of timeâ€"preferably the entire educational programâ€" and include review, practice, and assessment; and 3 involve active learning, including interactions among the instructors and the trainees. Educational efforts related to the responsible conduct of research should be designed to reach all those involved in scientific research at all levels. Without formal training for existing senior researchers and an instructional program for new researchers, an institution will not be able to develop a consistent message to trainees and students. Research institutions should evaluate and enhance the integrity of their research environments using a process of self-assessment and external peer review, in an ongoing process that provides input for continuous quality improvement. The importance of external peer review of the institution cannot be overemphasized. Such a process will help to ensure the credibility of the review, provide suggestions for improvement of the process, and increase public confidence in the research enterprise. Effective self-assessment will require the development and validation of evaluation instruments and measures. Assessment of integrity and the factors associated with it including educational efforts should occur at all levels within the institutionâ€" for example, at the institutional level, the research unit level, and the individual level. At the individual level, assessment of integrity should be an integral part of regular performance appraisals. As with any new program, a phase-in or pilot testing period is to be expected, and the assessment and accreditation process should be continually modified as needed based on results of these early actions. Institutional self-assessment of integrity in research should be part of existing accreditation processes whenever possible. Accreditation provides established procedures, including external peer review, that can be modified to incorporate assessments of efforts related to integrity in research within an institution. These entities include the six regional organizations that accredit institutions of higher education in the United States, as well as the organizations that accredit professional schools or professional educational programs. Federal research agencies and private foundations should support efforts to integrate self-assessment of the research environment into existing accreditation processes, and they also should fund research into the effectiveness of such efforts. Accrediting bodies rely heavily on the process of institutional self-assessment when reviewing an educational institution Chapter 6. Institutions critically evaluate their strengths and weaknesses and strive for continuous quality improvement. The committee believes that the research mission should be considered as a whole, and that evaluation of institutional culture for promotion of integrity in research should be an important component of the overall process of accreditation of educational institutions that conduct scientific research. In institutions where accreditation is not available e. ORI should establish and maintain a public database of institutions that are actively pursuing or employing institutional self-assessment and external peer-review of integrity in research. This database should initially include institutions that receive funding for, or are actively engaged in, the development and validation of self-assessment instruments. A publicly available informational database of ongoing efforts in institutional self-assessment and peer review could serve two purposes. First, the database could serve as a resource for other institutions seeking to develop their own programs, and second, it could serve as an accountability instrument, enabling the public to see which institutions are receiving public funding to develop such programs. ORI, as the federal entity formally charged with developing and implementing activities to promote research integrity as well as being one of the federal agencies that will fund research in this area, is the appropriate locus for this task. ORI would also be a centralized location of the information, which would be preferable to developing multiple databases scattered throughout the professional societies of different disciplines. Research institutions bear the primary burden of promoting and monitoring the responsible conduct of research. They must consistently and effectively provide members of research teams with the resources they need to conduct research responsibly. These resources include leadership and example, training and education, and policies and procedures, as well as tools and support systems. Individuals should be able to seek assistance without fear of retribution. Research institutions, accrediting agencies, and public and private organizations that fund research should collaborate to establish and ensure the integrity of the scientific research enterprise. Copyright by the National Academy of Sciences.

8: Collection of Useful Phrases

The more relevant the items mentioned, and the greater the detail, the better your letter will communicate your positive recommendation. General comments provide a neutral recommendation or suggest that you do not really recommend the person highly.

The words you say at the beginning, and especially at the end of your talk, will be remembered longer than almost any other part of your speech. Some of the great speeches in history have ended with powerful, stirring words that live on in memory. How do you end a speech and get the standing ovation that you deserve? Keep reading to discover howâ€¦ Here are 9 tips and examples for concluding a speech. When you are clear about the end result you desire, it becomes much easier to design a conclusion that asks your listeners to take that action. The best strategy for ending with a BANG is to plan your close before you plan the rest of your speech. You then go back and design your opening so that it sets the stage for your conclusion. The body of your talk is where you present your ideas and make your case for what you want the audience to think, remember, and do after hearing you speak. A call to action is the best way to wrap up your talk with strength and power. He begins his close at As you approach the conclusion, pick up your energy and tempo. Speak with strength and emphasis. Drive the final point home. Regardless of whether the audience participants agree with your or are willing to do what you ask, it should be perfectly clear to them what you are requesting. Tell them what you are going to tell them. Then, tell them what you told them. Audiences appreciate a linear repetition of what they have just heard. This makes it clear that you are coming to the end of your talk. Often you can close with a story that illustrates your key points and then clearly links to the key message that you are making with your speech. You can tell a joke that loops back into your subject and repeats the lesson or main point you are making with a story that makes everyone laugh. During my talks on planning and persistence, I discuss the biggest enemy that we have, which is the tendency to follow the path of least resistance. I then tell this story. Ole and Sven are out hunting in Minnesota and they shoot a deer. They begin dragging the deer back to the truck by the tail, but they keep slipping and losing both their grip and their balance. After about five minutes, they are making rapid progress. It goes a lot easier by the antlers. There are many fine poems that contain messages that summarize the key points you want to make. You can select a poem that is moving, dramatic, or emotional. It was always well received by the audience. If you have given an uplifting talk, remember that hope is, and has always been, the main religion of mankind. People love to be motivated and inspired to be or do something different and better in the future. Here are a few of my favorite inspirational quotes that can be tied into most speeches. Remember, everyone in your audience is dealing with problems, difficulties, challenges, disappointments, setbacks, and temporary failures. For this reason, everyone appreciates a poem, quote or story of encouragement that gives them strength and courage. Pick up the tempo occasionally as you go through the story or poem, but them slow down on the most memorable parts. Especially, double the number of pauses you normally use in a conversation. Use dramatic pauses at the end of a line to allow the audience to digest the words and catch up with you. Smile if the line is funny, and be serious if the line is more thought provoking or emotional. When you come to the end of your talk, be sure to bring your voice up on the last line, rather than letting it drop. Try practicing on this poem that I referenced aboveâ€¦ Identify the key lines, intimate parts and memorable parts, and recite it. There should be no ambiguity or confusion in the mind of your audience. The audience members should know that this is the end. Many speakers just allow their talks to wind down. When you have concluded, discipline yourself to stand perfectly still. Select a friendly face in the audience and look straight at that person. If it is appropriate, smile warmly at that person to signal that your speech has come to an end. Resist the temptation to: Fidget with your clothes or microphone. Move forward, backward, or sideways. Do anything else except stand solidly, like a tree. Take a look at this video of how I ended a speech when I received an award from the National Speakers Association. I ended this speech exactly how I described here. How do you signal this? Some people will recognize sooner than others that you have concluded your remarks. In many cases, when you make your concluding comments and stop talking, the audience members will be completely silent. They may be unsure whether you are finished. They may be processing your final remarks and thinking them over. They may not know what to do until someone else does something. In a few seconds, which will often feel like several minutes, people will applaud. First oneâ€¦ Then anotherâ€¦ Then the entire audience will begin clapping. When someone begins to applaud, look directly at that person, smile, and mouth the words thank you. How to Handle a Standing Ovation If you have given a moving talk and really connected with your audience, someone will stand up and applaud. As people see others standing, they will stand as well, applauding the whole time. It is not uncommon for a speaker to conclude his or her remarks, stand silently, and have the entire audience sit silently in response. Stand Comfortably and Shake Hands But as the speaker stands there comfortably, waiting for the audience to realize the talk is over, one by one people will begin to applaud and often stand up one by one. When you shake hands with one person in the audience, many other people in the audience feel that you are shaking their hands and congratulating them as well. They will then stand up and applaud. Soon the whole room will be standing and applauding. Whether you receive a standing ovation or not, if your introducer comes back on to thank you on behalf of the audience, smile and shake their hand warmly. Follow these tips to get that standing ovation every time. What do you think?

CONCLUDING REMARKS RECOMMENDATIONS. pdf

9: How to Write an Effective Conclusion Paragraph for an Essay | Synonym

General recommendations Limitations impacting upon the report's ability to conclude or provide an answer to the original research problem. (The inclusion of limitations in the conclusion will depend on the report's terms of reference).

In this list I focus primarily on books that cover the basics of the fourfold system that is common in most approaches to western astrology, which includes 1 the planets, 2 signs of the zodiac, 3 the doctrine of aspects, and 4 the concept of the 12 houses. Each of these books can be read by those who have no background in astrology, and some of them also contain interpretations, so that you can look up the meaning of specific placements in your birth chart. That being said, if you had to start with just one book, below you will find some great recommendations to consider. Roy is the President of the Astrological Association of Great Britain, which is the main astrological organization in the United Kingdom. I like this book because it provides a beautifully illustrated and relatively concise overview of astrology, and it has a decent section on the history of astrology at the beginning of the book to get you oriented on the subject. The book really excels at explaining the meanings of the planets and signs of the zodiac, and it also provides some some interpretations of natal chart placements, although they are somewhat brief. The publisher has a PDF preview of the book up on their website, if you want to check it out and see if it is the right book for you. An ephemeris is a book of planetary positions, which tells you which planet is in which sign of the zodiac every day of the year. It also tells you which degree of each sign the planets are in, so you can figure out when the planets will change signs or make alignments with each other. This is useful because it helps you to start learning how the planets move, and you can look up other useful stuff like when the planets will turn retrograde, when eclipses will take place, and more. There are a few different versions of the American Ephemeris available, which show different ranges for different years, like â€”, â€”, or â€” There are also different versions where the day begins at either midnight or noon, although the midnight version is sufficient for most purposes. I should point out that while I would recommend the American Ephemeris, there are other ephemerides published by different companies, and these are fine to work with as well. Astrodienst even has a free online ephemeris that you can pull up in PDF format. This is a pretty big, thick, comprehensive book, coming in at over pages. It is very well-illustrated, and it sits open flat on a table for easy reference. One of the most useful and unique features of this book is that it contains a lot of interpretations of natal chart placements. So, if you want to look up what Mars in the 11th house means, or Mercury square Jupiter, you can do so with this book. While some of the other books on this list also have delineations, this one easily has the most. Just about any edition of this book is good, but try to get one of the more recent ones from or in order to get the most up-to-date versions of the graphics and visuals. Tarnas is a university professor, and he became well-known in when he published a book that traced the history of western thought called The Passion of the Western Mind. This book became a best seller, and ended up on many university reading lists. Fifteen years after publishing Passion of the Western Mind and establishing himself in the academic community, Tarnas released Cosmos and Psyche. In Cosmos Tarnas essentially tries to make the case for astrology, arguing that it is a legitimate phenomenon that is deserving of serious study. It should also be noted that the book is mainly text, and there are not a lot of illustrations, although that makes it unique on this list since it would probably work very well as an e-book. This is a book presents an introduction to traditional astrology, which is the type of astrology practiced in Europe prior to the 20th century. It focuses especially on the Medieval and Renaissance traditions, and the authors have worked closely with the surviving textual traditions from those periods. There has to be something close close to diagrams and tables, making the book very richly illustrated. This book will teach you the nuts and bolts of traditional predictive astrology, it has quickly become a standard text for many traditional astrologers. This book is my top recommendation for beginner astrology books because it is very approachable. Coming in at just under pages, the book covers a lot of ground, and has a very nice layout, with lots of clear paragraphs and bullet points. It also contains lots of delineations of natal chart placements, which is useful for beginners who want to understand their birth chart. While it does not have a ton of illustrations of diagrams, it makes up for that by having very clear and comprehensive prose, making the concepts easy to understand for a novice audience. For that reason this is my top recommendation in terms of beginner astrology books. The Study of Fate and Fortune. Published in , this book provides an overview of the original tradition of western astrology that was practiced about years ago, during the time of the Roman Empire. I focus in particular on exploring the original conceptual basis for the four-fold system of planets, signs, aspects, and houses. The purpose is to understand not just what different parts of an astrological chart mean, but also why they mean what they mean, and how astrologers developed those concepts originally in ancient times. It is a long and heavy book, coming in at about pages, with chart examples, and 50 diagrams and tables. It would make for a solid beginner book as long as you read it alongside a primer on modern astrology, like one of the books mentioned above. The book can also be read alongside the lectures in my Hellenistic astrology course. Concluding Remarks Alright, that is it for this list on the top beginner astrology books! As I said at the beginning, this is just a starting point for your studies, and you will probably end up amassing a small library of astrology books if you stick with it. So I would recommend picking up more than one of the books on this list if your budget allows. Ultimately the more widely read you are, the better an astrologer you will eventually become, because you will know everything that is out there and then you can decide what area or approach you want to specialize in. If you have any comments, questions, or suggestions about your own favorite astrology books so far, let me know in the comments section below!

CONCLUDING REMARKS RECOMMENDATIONS. pdf

2017 journal citation reports Personal computing (1977) Traditional fishing boats of Britain Ireland Sample graduate project umant physics Library relocations and collection shifts. Klapakjian schmid full textbook List of things needed for new baby A guide for the perplexed : finding our way in a globalized world. Little Snowflake written and illustrated by Jani Lunablau. Elements of ecology and field biology Growing up in the valley The impact of new politics A thief of a Christmas. Address to the members of the Church of England in the Diocese of Toronto Setting the course, the first year Mrs. Strongitharms report. The guide to horoscope interpretation Constitutional equality for women : losing the battle but winning the war Cynthia Harrison Junie B. First Grader: Boss of Lunch; Junie B. First Grader:Toothless Wonder Tony Hawk (Armentrout, David, Discover the Life of a Sports Star, 2) Best offline standing er Death discrimination S note 4.1 Creativity training/t/t/t/t/t/t/t/t45 Evolutionary Computer Music Women, Birth, and Death in Jewish Law and Practice (Brandeis Series on Jewish Women) Harness in the parlour Naturalism in the philosophy of mind Handbook of emotion regulation james gross Mr. Bradley, from the committee to whom was referred the petition of Seth Harding, submitted the followin Legal research methods in the U.S. Europe Metallurgy fundamentals Handbook of applied behavior analysis fisher The Elephant Airplane European revolution Focke Wulf Fw 190 in Action Aircraft No. Nineteen Church and the body politic Richard A. Ballinger papers at the University of Washington Libraries A history of the federal reserve meltzer Speech-hearing pathology and surgery