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*Organization of the  
Ecclesiastical Institutions*

*of a Metropolitan*

*Community: A*

*Dissertation Submitted to*

*the Faculty or the*

*Graduate Divinity*

*School, in Candidacy for*

*the Degree of Doctor of*

*Philosophy, Department*

*of Ecclesiastical*

*Sociology The task*

*undertaken in the writing*

*of the following pages is*

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*one of investigation and  
organization so as to*

*present as a complete  
whole the ecclesiastical  
institutions of Chicago. It  
has been a most  
interesting task since  
nearly all*

*Denominational Families  
of the United States are  
represented, each striving  
to fulfill its mission and  
realize its ideals. While  
much of the data has*

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*been taken from secondary sources, the greater part of it comes from original sources.*

*The method of a written list of questions was used to supplement personal inquiry. An extensive list of questions covering all the activities of a local church was sent to a representative church of each denomination.*

*Another list of questions*

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*covering the adult male  
and female and child  
membership; the*

*attendance at church  
mornings and evenings  
of members and non-  
members; the percentage  
of members who are  
unskilled laborers, skilled  
laborers, professional  
people, and employers,  
was sent to every  
Protestant local church in  
Chicago. A list of*

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*questions was sent also to the settlements, hospitals and other welfare*

*institutions to ascertain*

*what part, if any, the*

*church had in their*

*founding or*

*maintenance. Every*

*Protestant church was*

*asked also concerning*

*any social work it may*

*be doing and for any*

*local publications. A very*

*satisfactory method was*

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*that of personal*

*interviews and*

*observation, and*

*personal letters asking a*

*few specific things. It is*

*the author's hope that this*

*conspectus of the*

*ecclesiastical institutions*

*of Chicago may serve to*

*show how the religious*

*forces are organized in*

*an American*

*metropolitan community;*

*the function of this*

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*complex of ecclesiastical  
structure in the social*

*process; and the relation*

*of the church to society*

*as a whole in this urban*

*community. My thanks*

*are due many persons*

*for their personal interest*

*and kindly assistance.*

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*INDICATORS Chapter 7  
LEARNING AND  
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*ACTIVITIES \* THIS  
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Guide contains voluntary  
guidance and is designed  
to assist emergency*

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response personnel in the  
use of the NIMS Incident  
Command System (ICS)

during incident

operations. This guide is

intended for use when

implementing ICS in

response to an incident,

regardless of type, size,

or location. It does not

replace emergency

operations plans, laws,

regulations, and

ordinances. Rather, this

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*document provides guidance for assigned incident personnel. This document follows the guidelines set out by NIMS for the use of plain language and clear text; therefore, the document contains few acronyms. CHAPTER 1 - INTRODUCTION \* CHAPTER 2 - INCIDENT COMMAND SYSTEM (ICS)*

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*Overview \* Modular*

*Extension \* Operations*

*Section \* Planning*

*Section \* Logistics*

*Section \**

*Finance/Administration*

*Section \* ICS*

*Organization Chart \**

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*COMMON*

*RESPONSIBILITIES \**

*Accountability*

*Procedures \* Common*

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*Responsibilities \*  
Leadership*

*Responsibilities \**

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*OPERATIONAL*

*PLANNING CYCLE \**

*Operational Planning*

*Cycle \* Planning "P"*

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*COMMAND STAFF \**

*Organization Chart \**

*Position Checklists \**

*CHAPTER 6 - UNIFIED*

*COMMAND \**

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Composition \*

CHAPTER 7 -

OPERATIONS SECTION

\* Organization Chart \*

Position Checklists \*

CHAPTER 8 -

PLANNING SECTION \*

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Position Checklists \*

CHAPTER 9 -

LOGISTICS SECTION \*

Organization Chart \*

Position Checklists \*

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*CHAPTER 10 - FINANC  
E/ADMINISTRATION*

*SECTION \* Organization  
Chart \* Position*

*Checklists The National  
Incident Management  
System (NIMS) provides  
a consistent nationwide  
template to enable  
Federal, State, tribal, and  
local governments,  
nongovernmental  
organizations (NGOs),  
and the private sector to*

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*work together to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS represents a core set of doctrines, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident*

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*management. This*

*consistency provides the*

*foundation for utilization*

*of NIMS for all*

*incidents, ranging from*

*daily occurrences to*

*incidents requiring a*

*coordinated Federal*

*response. Homeland*

*Security Presidential*

*Directive 5 (HSPD-5),*

*Management of*

*Domestic Incidents,*

*directed the development*

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*and administration of  
NIMS. The NIMS*

*documents integrate best  
practices into a  
comprehensive  
framework for use by  
emergency management  
and response personnel  
in an all-hazards context  
nationwide. HSPD-5  
requires all Federal  
departments and agencies  
to adopt NIMS and to use  
it in their individual*

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*incident management  
programs and activities,*

*as well as in support of  
all actions taken to assist  
State, local, and tribal  
governments. State, local,  
and tribal governments  
are not required to  
participate in NIMS or  
adopt these best practices.*

*As applied to non-  
Federal entities, NIMS  
documents contain  
guidance that is not*

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*legally binding.*

*However, in order to participate in NIMS and to be considered NIMS compliant, it is necessary for entities to adhere to the standards, practices, and/or minimum criteria presented in the NIMS guidance documents. It is also important to note that although a State, local, or tribal government or NGO is*

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*not required to apply for  
Federal preparedness*

*assistance, HSPD-5*

*requires Federal*

*departments and agencies*

*to make adoption of*

*NIMS by State, local, and*

*tribal governments and*

*NGOs a condition for*

*Federal preparedness*

*assistance through*

*grants, contracts, and*

*other activities.*

*New York Court of*

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and  
partnerships to  
conduct impact  
evaluation. The*

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discusses what  
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why; Part Two  
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methods; Part  
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how to manage*

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*illustrate*

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edition will be  
a valuable  
resource for  
the  
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and policy  
makers looking  
to build better  
evidence around*

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*what works in  
development.*

*The environment  
in which a  
company or  
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operates today  
can be  
characterized  
by accelerating  
change, the  
globalization  
of markets, the*

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*emergence of  
new  
technologies  
and  
competitors,  
new regulatory  
requirements  
and ever more  
demanding users  
and citizens.*

*In this  
environment,  
the ability to*

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*innovate becomes a key success factor for most organizations. They seek to continuously create and realize value by introducing new or changed products, services,*

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processes,  
models,  
methods, etc.

*The reasons for  
an organization  
to innovate are  
many and can  
include to  
increase  
revenues,  
growth and  
profitability,  
reduce costs*

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*and waste,  
increase the  
satisfaction of  
users,  
customers and  
citizens,  
motivate  
employees and  
attract  
partners,  
collaborators  
and funding,  
and so on.*

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*Engaging in  
innovation  
activities is  
thus a way for  
an organization  
to be future  
focused and  
effectively  
deliver on its  
overall  
objectives to  
secure  
prosperity and*

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*longer-term  
relevance and  
survival. The  
ability to  
innovate and to  
make it a core  
organizational  
capability is  
increasingly  
becoming the  
most important  
differentiator  
and dominant*

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*success factor  
of*

*organizations.*

*Failing to*

*capture new*

*opportunities*

*and to respond*

*to innovation*

*challenges may*

*consequently*

*lead to*

*stagnation,*

*irrelevance and*

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ultimately to  
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the demise of  
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instructional  
frameworks help  
teachers locate their*

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*current level of fluency,  
focus on the key  
dimensions of  
professional judgment,  
and take their practice  
to the next level.*

*Discover how to  
accelerate teacher  
growth by taking the  
“insider’s view” of  
practice, articulating  
key dimensions of  
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to create clear growth*

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*pathways for teachers at  
every level of fluency.*

*Teacher leaders,  
administrators, and  
instructional coaches  
will gain a replicable  
process for: Identifying  
the most promising  
areas of focus Drafting  
and piloting an initial  
framework Getting input  
and feedback from  
teachers Articulating a  
vision for exemplary*

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*practice Building*

*momentum and*

*overcoming resistance*

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**which provides you**

**with a solid**

**framework for**

**implementing a**

**project**

**management**

**culture that will**

**allow your**

**company to**

**maintain a pattern**

**of repeatable**

**success. You will**

**learn how**

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**process--when  
integrated with**

**technology and**

**personnel--is the  
real key to**

**delivering**

**improved products**

**and services for**

**the long-term.**

**While technology**

**and geopolitical**

**forces change the**

**face of business**

**today, the patterns**

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Teaching  
and challenges of  
organizing humans  
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across  
organization,  
culture, language  
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boundaries remain.  
To face these  
challenges, all  
organizations need  
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iation and

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The book offers a  
new way to think  
about this debate  
using the models  
of the Tower  
(vertical  
integration) and  
the Square  
(horizontal  
integration). It  
addresses the role  
of the leadership  
team and how the  
organization*

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design process can  
build C-suite**

**Leaders and**

**successors. Each**

**chapter concludes**

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**leaders as well as**

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**confronting the**

**crime organization**

**in the bizarre but**

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**Nation," which**

**past-name we**

**already knew.**

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**and Community**

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*on the*

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implementation of  
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Hoshin Kanri. It is a  
response to most  
books on strategic  
planning that tend to  
downplay the  
implementation and  
only describe the  
fully implemented  
planning process.  
The power of this  
book originates from  
a project in which a

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*team of five*

*professionals over a*

*period of three*

*years implemented*

*Hoshin Kanri in 14*

*companies; results*

*were drawn from*

*130 workshops with*

*leadership teams.*

*The project team*

*subsequently ran*

*several accelerators*

*inside large and*

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*small companies as well as public institutions. All these experiences together form the implementation focus of the book. Moreover, the organization of the book mirrors the message of its scientific thinking, which is also the*

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*basic principle of  
Hoshin Kanri:*

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*Chapter 1 focuses  
on the basic  
analysis—Is Hoshin  
Kanri something for  
your organization?*

*Chapter 2  
addresses the  
ambition—What is  
the vision for  
strategy work in  
your organization?*

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*Chapter 3 presents the conditions needed for effective strategic work.*

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*Chapter 6*

*addresses*

*coaching/mentoring*

*and the Kata*

*philosophy. Chapter*

*7 presents important*

*analytical tools.*

*Appendix 1*

*describes the*

*journey made by a*

*medium-sized*

*construction*

*company.*

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*Essentially, this book describes in a concrete and structured way how you—the change agent—can use Hoshin Kanri in your organization to tackle large and complex challenges. The eighth edition of Curriculum Planning is a selection of*

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*readings that*

*presents the*

*knowledge, skills,*

*and alternative*

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*by curriculum*

*planners and*

*teachers at all levels*

*of education, from*

*early childhood*

*through adulthood.*

*The book offers a*

*variety of learning*

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students with wide-  
ranging interests,  
learning styles, and  
backgrounds. Part I,  
"Bases for  
Curriculum  
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emphasizes the  
development of  
knowledge and  
skills in the three  
bases of the

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*curriculum - social forces, human development, and learning and learning styles. Part II, "Developing and Implementing the Curriculum," includes two new chapters: Chapter 5, "Developing the Curriculum," examines*

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*curriculum designs  
that can be used to  
develop (i.e., write)*

*curricula. And,*

*Chapter 6,*

*"Curriculum and  
Instruction," focuses  
on the*

*interrelationships  
between curriculum  
and instruction. Part  
III, "The Curriculum  
in Action,"*

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*theoretical and  
practical viewpoints.*

*The eighth edition  
includes 43 new  
articles, nine of  
which were written  
for this book, and  
two new chapters:  
Ch. 5 "Developing  
the Curriculum" and  
Ch. 6 "Curriculum  
and Instruction."*

*This book is written*

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by testers for

testers. In ten

chapters, the

authors provide

answers to key

questions in agile

projects. They deal

with cultural change

processes for agile

testing, with

questions regarding

the approach and

organization of

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*software testing,*

*with the use of*

*methods,*

*techniques and*

*tools, especially test*

*automation, and*

*with the redefined*

*role of the tester in*

*agile projects. The*

*first chapter*

*describes the*

*cultural change*

*brought about by*

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agile development.*

*In the second  
chapter, which  
addresses agile  
process models  
such as Scrum and  
Kanban, the authors  
focus on the role of  
quality assurance in  
agile development  
projects. The third  
chapter deals with  
the agile test*

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organization and the  
positioning of testing

in an agile team.

Chapter 4 discusses  
the question of

whether an agile

tester should be a

generalist or a

specialist. In

Chapter 5, the

authors turn to the

methods and

techniques of agile

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testing, emphasizing

the differences from

traditional, phase-

oriented testing. In

Chapter 6, they

describe which

documents testers

still need to create

in an agile project.

Next, Chapter 7

explains the efficient

use of test

automation, which is

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*particularly important in agile development, as it is the main instrument for project acceleration and is necessary to support state-of-the-art DevOps approaches and Continuous Integration. Chapter 8 then adds*

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*examples from test  
tool practice*

*extending test*

*automation to*

*include test*

*management*

*functionality.*

*Chapter 9 is*

*dedicated to training*

*and its importance,*

*emphasizing the*

*role of employee*

*training in getting*

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*started with agile  
development.*

*Finally, Chapter 10  
summarizes the  
results of the agile  
journey in general  
with a special focus  
on testing. To make  
the aspects  
described even  
more tangible, the  
specific topics of  
this book are*

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*accompanied by the  
description of*

*experiences from  
concrete software  
development*

*projects of various  
organizations. The  
examples*

*demonstrate that  
different approaches  
can lead to solutions  
that meet the  
specific challenges*

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*of agile projects.*

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companies, tells first-

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companies will

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function in the

future. Whitehurst

says beyond

embracing the

technology that has

so far disrupted

entire industries,

companies must

now adapt their

management and

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organizational  
design to better fit  
the Information Age.

His mantra? "Adapt  
or die." Indeed, the  
successful company  
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source giant Red  
Hat—has become  
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poster child for how  
to reboot, redesign,

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and reinvent an  
organization for a  
decentralized, digital

age. Based on open  
source principles of  
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collaboration, "open  
management"

challenges  
conventional  
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have been missing

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thinking obsolete.

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issues, sanctions

questions and much

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more. In this  
volume, black-letter

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followed by

numbered

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explain each Rule's

purpose and provide

suggestions for its

practical application.

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conduct in a variety

of given situations,  
review those

review those

instances where

discretionary action

is possible, and

define the nature of

the relationship

between you and

your clients,

colleagues and the

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and dedicated  
people serve the  
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community,  
performing vitally  
important work.  
However, they are  
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***standards, and  
promote best  
practices with  
consistent  
application.***

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Path Forward  
provides a detailed  
plan for addressing  
these needs and  
suggests the  
creation of a new***

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**government entity,  
the National Institute**

**of Forensic Science,**

**to establish and**

**enforce standards**

**within the forensic**

**science community.**

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**improving and**

**regulating the**

**forensic science**

**disciplines are clear:**

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*officials, enhancing  
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*and reducing the*

*risk of wrongful*

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*the United States*

*gives a full account*

*of what is needed to*

*advance the*

*forensic science*

*disciplines,*

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*including upgrading  
of systems and*

*organizational*

*structures, better*

*training, widespread*

*adoption of uniform*

*and enforceable*

*best practices, and*

*mandatory*

*certification and*

*accreditation*

*programs. While this*

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*essential call-to-*

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*action for congress  
and policy makers, it*

*also serves as a*

*vital tool for law*

*enforcement*

*agencies, criminal*

*prosecutors and*

*attorneys, and*

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*educators.*

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work fills the  
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**Japanese firm is  
generated by  
reform with**

**gradual change.**

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**book, Japanese**

**firms are seen**

**to be evolving**

**through gradual**

**institutional**

**change. Chapter**

**1 discusses how**

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**Japanese  
congress  
corporate  
governance  
changed  
incrementally  
and  
cumulatively to  
rebuild  
management  
and restore  
corporate  
performance.**

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**focuses on**

**reform in work**

**organization**

**and discusses**

**how performanc**

**e-related pay**

**was introduced**

**in tandem with**

**corporate**

**governance**

**reform. It is**

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**shown that the  
practice of long-  
term**

**employment has  
been**

**maintained**

**despite the**

**prolonged**

**depression and**

**mounting**

**pressure to shift**

**to shareholder-**

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**oriented  
corporate  
governance.**

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investigates  
how Japanese  
firms are  
diversified into  
four types,  
based on  
whether perfor  
mance-related**

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**pay is**

**introduced and  
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**Japanese firms**

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organization as

hybrid

structures

based on a

combination of

long-term

employment

and performanc

e-related pay.

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**e-related pay actually operates. It is analyzed by distinguishing the three main objectives to be attained by performance pay: succeeding in individual performance,**

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**contributing to  
overall  
organization  
performance,  
and meeting the  
challenge of  
new tasks.**

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5 investigates  
how employees  
react to  
changes in**

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**corporate  
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data, the book  
shows that  
Japanese  
employees  
approve of  
increasing  
shareholder  
value, regarding  
it as corporate**

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**value. They not only approve the monitoring of management by shareholders, but also demand a part in the monitoring. Employees seek to be engaged in corporate**

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**true challenge  
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conduct the  
offense and  
defense. It  
contains the  
fundamental  
tactics related  
to the execution  
of these  
elements of  
decisive action.  
Tactics employs,**

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orders

arrangement of,  
and directs  
actions of forces  
in relation to  
each other.  
Commanders  
select tactics  
that place their  
forces in  
positions of  
relative

**advantage. The selected tactics support the attainment of goals. Tactics create multiple dilemmas for an enemy allowing the friendly commander to defeat the enemy in detail.**

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tactics require  
synchronizing  
all the elements  
of combat  
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**3-90 focus on  
the tactics used  
to employ  
available means  
to prevail during  
large-scale  
ground combat  
(in the offense  
and the**

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**defense), and  
they constitute  
the Army's**

**collective view  
of how it**

**conducts**

**prompt and**

**sustained**

**tactical**

**offensive and**

**defensive**

**operations on**

**land. All tactics  
require  
judgment in  
application. This  
publication is  
not prescriptive,  
but it is  
authoritative.**

**ADP 3-90  
standardizes  
the lexicon  
commanders'**

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**use to describe  
the conduct of  
offensive,**

**defensive, and  
supporting  
enabling**

**operations. It  
focuses on the  
employment of  
combined arms  
in combat  
operations.ADP**

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**3-90 has five chapters. Chapter 1 introduces the art and science of tactics. The key points contained within chapter 1 include- An opponent is always thinking and seeking**

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**ways to prevail.**

**Some of those  
ways may be  
considered out-  
of-bounds by  
the U.S. and  
unified action  
partner forces. A  
force is always  
in some form of  
contact. Mastering  
the art and**

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**science of  
tactics requires  
constant study**

**and**

**training. Doctrin  
e provides a set  
of tools that  
leaders adapt to  
meet the needs  
and conditions  
associated with  
their specific sit**

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ations. Chapter

2 defines basic

tactical

concepts and

echelons

associated with

the conduct of

both the offense

and defense. It

illustrates the

doctrinal

taxonomy

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established in

ADP 3-0. That

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doctrinal

taxonomy is the

basis for the

organization of

chapters 3

through 5.

Chapter 2 also

defines

echelons from

the fire team to

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**the field  
army. Chapter 3  
provides the  
basics of the  
offense. It  
discusses the  
purposes and  
characteristics  
of the offense.  
It defines the  
four types of  
offensive**

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**operations. It**

**addresses**

**common**

**offensive**

**control**

**measures and**

**discusses**

**common**

**offensive**

**planning**

**considerations**

**by warfighting**

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**function. The chapter closes with a discussion of transitions to either defensive or stability operations. Chapter 4 provides the basics of the defense. It discusses the**

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**purposes and**

**characteristics**

**of the defense.**

**It defines the**

**three types of**

**defensive**

**operations. It**

**addresses**

**common**

**defensive**

**control**

**measures and**

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**then discusses**  
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**common**  
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**defensive**

**planning**  
**considerations**  
**by warfighting**  
**function. The**  
**chapter closes**  
**with a**  
**discussion of**  
**transitions to**  
**offensive or**

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**stability operations.** Chapter 5 addresses those enabling operations that are not the subject of their own publications. Commanders conduct enabling

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**operations as  
shaping or  
supporting  
efforts during  
decisive action,  
but they are not  
primarily  
offensive,  
defensive, and  
stability  
operations, or  
defense support**

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**of civil  
authorities  
tasks. Chapter 5  
introduces  
reconnaissance,  
security  
operations,  
troop  
movement,  
relief in place,  
and passage of  
lines.ADP 3-90**

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**is the proponent  
for many terms.**

**Some terms**

**have changed**

**since the last**

**version of ADP**

**3-90. The**

**introductory**

**table highlights**

**new terms or**

**modified**

**definitions in**

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**this edition.**

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