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Seminar paper from the year 2014 in the subject Business economics - Operations Research, grade: 12 - A, Copenhagen Business School (Department of Operations Management), course: Strategy making and value creation by using intangible assets, language: English, abstract: This synopsis aims at applying a number of Intellectual Capital (IC) theories and respective models to the company Gore Tex. Gore Tex, as discussed in the INSEAD case study by Franco et al. (2003), is a company that was founded in 1969 by Bob Gore after the discovery of he isolating properties of expanded polytetrafluoroethylene (ePTFE) materials. This micro porous polymeric film is bonded to a wide range of shell fabric in the textile, cable isolating and medical industry. Liquid water cannot penetrate these pores, but moisture from perspiration can escape. First, the synopsis draws on the paper by Marr (2008) on managing IC to identify key intellectual resources following the five-step management approach. The competitive advantage that can be generated through the use of social capital as stated in the paper by Rumelt (2011) continues the analysis of theoretical concepts and models applied to the Gore Tex case. The key concepts of the Rumelt (2011) paper are further investigated by applying it to the VRIO model by Barney (1995) and its discussion of it by Frobst et al. (1998). Furthermore this synopsis uses the SECI model as originally introduced by Nonaka (1991) and picked up by Mouritsen and Larsen (2005) in their paper on the second wave of knowledge management. One example from the Gore Tex case was then implemented in the Kaplan and Norton (1996) Strategy Maps framework to illustrate its practical implications. Finally the learning ladder model by Ciborra and Andreu (2002) completes the analysis of this particular case and synopsis. All these models, frameworks and theories emphasize their practical relevance and applicability and support the notion of a systematic approach towards the management of IC.

Sixteenth in a series of annual reports comparing business regulation in 190 economies, Doing Business 2019 measures aspects of regulation affecting areas of everyday business activity.

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Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and sequence requirements of most courses. The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

Thanks to initiatives like the Common Core and Race to the Top, accountability requirements continue to be a reality for educators. Yet many are still unsure of how to use data to make well-informed instructional decisions. The Data-Driven Classroom comes to the rescue with a systematic, universal process that shows teachers how to: examine student assessment results to identify a curricular or skill area to target for individual intervention or large-group instructional revision; develop, implement, and assess the effectiveness of the intervention or revision; and develop an action plan for future instructional cycles. Author Craig A. Mertler sheds light on how teachers can make sense of overwhelming standardized test reports while avoiding pitfalls like over-interpreting data. In these pages you will also find practical classroom examples and templates designed to guide teachers of all grade levels and subject areas through the comprehensive decision-making framework.

World-renowned economist Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, explains that we have an opportunity to shape the fourth industrial revolution, which will fundamentally alter how we live and work. Schwab argues that this revolution is different in scale, scope and complexity from any that have come before. Characterized by a range of new technologies that are fusing the physical, digital and biological worlds, the developments are affecting all disciplines, economies, industries and governments, and even challenging ideas about what it means to be human. Artificial intelligence is already all around us, from supercomputers, drones and virtual assistants to 3D printing, DNA sequencing, smart thermostats, wearable sensors and microchips smaller than a grain of sand. But this is just the beginning: nanomaterials 200 times stronger than steel and a million times thinner than a strand of hair and the first transplant of a 3D printed liver are already in development. Imagine "smart factories" in which global systems of manufacturing are coordinated virtually, or implantable mobile phones made of biosynthetic materials. The fourth industrial revolution, says Schwab, is more significant, and its ramifications more profound, than in any prior period of human history. He outlines the key technologies driving this revolution and discusses the major impacts expected on government, business, civil society and individuals. Schwab also offers bold ideas on how to harness these changes and shape a better future—one in which technology empowers people rather than replaces them; progress serves society rather than disrupts it; and in which innovators respect moral and ethical boundaries rather than cross them. We all have the opportunity to contribute to developing new frameworks that advance progress.

Booklet outlining the duties of company directors and their ethical and legal responsibilities. Produced by eight business organisations concerned about recent corporate practices, with a working group chaired by Henry Bosch, former head of the National Companies and Securities Commission.

Who's afraid of for-profit education? Those who work in non-profit or government owned and operated schools. Many parents and other stakeholders have been made fearful by this education establishment. What's more important to humans: nutrition or education? Nutrition is more important because it is the prerequisite for other human activities, including education. What organizations provide food and who pays for the food? Food is provided by for-profit farmers, for-profit processors, for-profit wholesalers, and for-profit retailers. Most food is purchased with the consumers' own money, but a significant amount is purchased by low-income individuals using food stamps. Why can't education be provided similarly using education stamps? We trust for-profit enterprises to provide our food. Why can't we trust for-profit enterprises to provide K-12 education? Fearmongers have frightened us and made us into gullible compliant socialists who despise commercial activities in education. Go to the supermarket and ponder its marvelous array of foods and then contemplate how a for-profit K-12 education sector would please and amaze its customers.

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

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