

Management Theories For Educational Change

Knowledge of the processes of educational change is said to be the missing ingredient in attempts to bring about educational innovation and reform. Whether these efforts involve grass roots innovation or large-scale societal reform, failure to understand and act on existing knowledge of the change process has accounted for the widespread lack of success in making educational improvements. This volume analyzes what is known about successful or productive change processes, and identifies corresponding action strategies at the individual, school, local and state levels. Included in this book is a major treatment of the topic of the 'ethics of planned change', a neglected topic in recent literature, especially since strategies for intervening in the change process are receiving more attention. This book is intended to be used by teachers in training and in service, teacher trainers, educational researchers, education historians and administrators.

Quality of Human Resources: Education is a component of Encyclopedia of Human Resources Policy, Development and Management which is part of the global Encyclopedia of Life Support Systems (EOLSS), an integrated compendium of twenty one Encyclopedias. The Theme is organized into five different topics which represent the main scientific areas of the theme: Foundations of Educational Systems; Knowledge for Education; Structural Foundations of Educational Systems; Educational Systems: Case Studies and Educational Indices; Education for Sustainable Development. Each of these consists of a topic chapter emphasizing the general aspects and various subject articles explaining the back ground, theory and practice of a specific type of education which is a very important factor in human development and awareness for achieving global sustainable development. These three volumes are aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs.

Education management and leadership is a key area of study in education. Educational Management: Major Themes in Education brings together the most important literature in the field, exploring the historical context, the training and development of leaders and their roles in leading people and managing resources in education. The collection provides a focus on the major issues which are current in educational management throughout the world. The four volumes are arranged thematically, as follows: Volume 1: Educational Values Values and Religion Emotions and Gender Politics and Micropolitics Volume 2: Educational Theory Theory School of Effectiveness and School Improvement Financial Management and LSM Further Education Volume 3: Educational Leadership Leadership and Headteachers Learning Leadership Middle Leadership Volume 4: Educational Change History and Research Strategy, Marketing, Change and Culture A new introduction by the editor provides an overview of the field and guides the reader through this wealth of material. Titles also available in this series include, Literacy (June 2004, 4 Volumes, £495), Special Educational Needs and Inclusive Education (August 2004, 4 Volumes, £495) and the forthcoming Early Years Education (2005, c.4 Volumes, c. £475)

Management Theories for Educational Change SAGE

'The book is a good introduction to anyone taking on middle leadership in the primary

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sector, and will be useful to heads and deputies who are considering how to organise their schools in the face continuing change and increasing accountability' - Times Educational Supplement In recent years, there has been an acknowledgement of the need for teachers to develop management and leadership skills in addition to specialized subject knowledge, to achieve a state where they possess transferable skills that can be employed in co-ordinating any area of the primary curriculum. This book will provide trainees, NQTs and experienced teachers with the management and leadership techniques that they will need in order to develop, with appropriate experience and opportunities, into subject leaders or effective members of a senior management team. The emphasis in this book is on the practical techniques and strategies of curriculum leadership. At all levels of experience, from establishing a direction through working with resources to leading and motivating colleagues, this book deals with the theoretical, practical and technological issues facing teachers as they create and manage curricula. This book is an invaluable resource for trainees and teachers at every level as they confront the rapidly shifting demands of their profession.

'A excellent companion to Theories of Educational Management by Tony Bush'

'Researchers interested in various aspects of college leadership and management will find this book a convenient and scholarly introduction to related research in the school sector' - Further Education Development Agency, College Research Journal

Educational Management brings together important original contributions from leading thinkers in the field. Edited by some of the key figures in educational management today, chapters examine the following key areas: Has self-management achieved the success predicted for it?; What should be the nature of professional development for educational lea

This book moves forward the agenda significantly. It enables educational leadership and management discourse to be informed by the latest views that are becoming well established in business and organisational literature in practice.

Calls to understand 'what works' in education are being made the world over. We need to know not only 'what works' but under what conditions, how and why.

Causation is central to this. Researchers, educationists, readers and users of research need to know the effects of causes and the causes of effects. This strongly practical book helps researchers and readers of research understand, plan and investigate causation in education. It guides readers through statistical matters, explaining them clearly and simply in words as well as numbers, and shows them how to investigate qualitative causal research in education. After introducing deterministic and probabilistic causation, the book shows how these can be researched in different ways. It explains: how to determine causes from effects and how to link theory and practice in causal research how to plan and conduct causal research in education how to analyze, present and interpret causal data, and the limits of causal understanding. Containing worked examples from both qualitative and quantitative research, Causation in Educational Research provides a manual for practice, underpinned by a rigorous analysis of key issues from philosophy, sociology and psychology. It will appeal to new and established researchers, readers of educational research, social science students and academics.

This book is intended for students, leaders and managers who wish to explore the personal relevance and conceptual bases of educational leadership and organizational management

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and to develop their expertise in this field. It is a book written for both scholars and practitioners. The general public will also appreciate the accessible language in the book. There are two goals in the experiential learning process. One is to learn the specifics of a particular subject matter, in this case, educational leadership and organizational management. The other is to learn about one's own strengths and weaknesses as a learner. This book is focused on the analysis of prevalent theories and concepts and their application to the development of leadership and management skills, and the knowledge and attitudes required to solve real world problems in the workplace. For decades, students have focused their studies of educational leadership and organizational management theories in classroom settings without actual opportunities to apply these theories in the workplace. A profound and significant lesson learned in history is that we must follow the principle of integrating theory with practice (unity of theory with practice). Then, we can follow the policy of walking on two legs, an analogy made by the late Chinese chairman, Mao Ze Dong.

Carrying out leadership research in educational establishments can be challenging, but it is also rewarding. This accessible book offers sound practical advice and a clear conceptual framework for this research. Drawing on their extensive expertise, the authors show you how to prepare to carry out research, design research tools, and report and reflect on the results. Students using the book are supported by features such as: key learning objectives in each chapter examples of research tools derived from real leadership project figures explanation of key terms and questions further reading and key web links for each chapter. This text will be of interest to Masters' and Doctoral level students, academics in the field of educational leadership and management and all those who wish to research a wide range of issues connected with the operation of schools and institutions of further and higher education.

'This is an exceptional book. It tempted me to throw out most of my collected works on the management of change, because the author has somehow succeeded by including almost every aspect of educational change that any practitioner would wish to consider....Overall this is a very stimulating book. It is packed with information and the ideas and concepts contained could pack a school development plan for many years' - School Leadership and Management The theories and practices from the literature on business, manufacturing and commerce which inform principles for managing change in education are identified in this book. The author shows how the complexity of change can be addressed effectively. One principle of effective management of change is its potential to empower the individuals and organizations, its power to create and operate win/win situations. That can only be done by addressing the human side of organizations. The strength of the business literature is that far from advocating the austere, over-rationalized, dehumanized and objective pursuit of profit at all costs, it suggests that the effective management of change is an affirmation of the humanity of business.

This book provides a comprehensive overview of various models and practices of implementing project management in schools, and conceptualizes the processes of adaptation and development of project management curricula within the unique context of the contemporary school environment. By presenting the general theories and research on project management and adapting these theories to educational organizations and to this specific audience, the authors open a new and promising niche for teaching, research, and practice. This pivot considers the impact of INSET courses on EFL teachers practicing under the national curriculum reform in China. Providing context-specific findings on the policy and implementation of INSET as well as its impact on teacher education initiatives in both China and similar contexts, it explores the limitations of one off training events such as INSET and the inconsistency between teacher learning results and their classroom practices. The book argues that teachers, when returning to pre-INSET teaching, are influenced by their prior deeply-rooted beliefs largely considered more powerful than newly-learned theories. Addressing the rarely discussed fact that the complex and dynamic characteristics of teacher learning

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change over time and support the construct of teacher learning as a social event rather than a one-off event, the book also offers practical solutions on how to improve teacher education and enhance the long-term INSET impact on teacher development, with the ambition of promoting education reform for both teachers and students alike.

Human Resource Management in Education debates the fundamental question of how far effective human resource management policies can enable schools and colleges to transcend the paradoxes of the global reform agenda. It analyzes the relationship between leadership, the classroom and results, and uses case studies to explore the extent to which performance is enhanced by distributed leadership and constrained by social, political and economic contexts. This practical guide to the numerous diverse contexts within Further Education today provides a valuable resource for intending or experienced teachers, trainers and support workers within post-compulsory education who are working towards professional awards based on National Standards. It contains material on such key aspects of professional development as planning, delivering, assessing and evaluating teaching and learning. Information is also provided on such influential factors as the Common Inspection Framework, Ofsted, Learning and Skills Council and the Basic Skills Agency.

'The Third Edition of an excellent book and is usefully updated to include the greater significance of the global contest of management, and in particular Tony Bush has consciously updated reference material. This, like all Tony Bush's work, is an essential reading for students following higher degree courses in the area of management studies in education, and increasingly those social policy students on higher degrees with an education option' - John L. Doyle, The International Journal of Educational Management In summary, this book makes an excellent contribution to the current debate on Management and Leadership from a theoretical point of view. It provides an important resource for many aspects of management and leadership development programmes at a variety of levels. Its ability to draw upon international perspectives along with examples beyond conventional educational parameters enhances its quality. The book contains a well documented account of how leadership has been studied which will appeal both to the academic reader, and to the professional provider of CPD in leadership, offering a wealth of information that can be practically adopted and adapted for a range of courses' - British Journal In-Service Education In this established bestselling text (previous title Theories of Educational Management), Tony Bush presents the major theories of educational management and links them to contemporary policy and practice. This fully revised Third Edition includes two important changes in content. First, the book takes account of the increasing interest in the concept of leadership. Leadership continues to be one of the major criteria used to differentiate the models but there are now explicit links between educational management theories and the main models of leadership. The second change is that, in this edition, the author applies the models to a range of international contexts, including both developed and developing countries. This change relates to global interest in concepts of leadership and management and to an increasing recognition of the need to customize theory and practice to each context and culture rather than adopting a 'one size fits all' approach. This text is essential reading for students of educational leadership and management as well as for headteachers and managers in education.

Interest in complexity theory, a relation of chaos theory, has become well established in the business community in recent years. Complexity theory argues that systems are complex interactions of many parts which cannot be predicted by accepted linear equations. In this book, Keith Morrison introduces complexity theory to the world of education, drawing out its implications for school leadership. He suggests that schools are complex, nonlinear and unpredictable systems, and that this impacts significantly within them. As schools race to keep

up with change and innovation, he suggests that it is possible to find order without control and to lead without coercion. Key areas: * schools and self-organisation * leadership for self-organisation * supporting emergence through the learning organisation * schools and their environments * communication * fitness landscapes This book will be of interest to headteachers and middle managers, and those on higher level courses in educational leadership and management.

Leading and managing change in schools is a complex topic. In this timely book the authors take the reader through a journey of how to lead and manage multidimensional change in order to create engaged learners, teachers, leaders and managers. They provide a readable and straightforward account of a major, high-profile innovation in one school and draw from it key lessons for leaders and managers of change in schools. *Managing Complex Change in School* synthesizes a wealth of literature and research on managing change, and shows how the emerging field of complexity theory can inform the effective management of multidimensional change. Arising from an in-depth, mixed methods evaluation of the key school, this book is practice-focused and is an invaluable companion for practitioners handling positive change in schools.

If you are a trainee teacher or experienced practitioner new to research, or are simply wondering how to get started on your education research project, this practical book will be your guide. The authors offer simple steps to ensure that you ask the key questions in the most effective way possible. The book guides you through the entire research process: from clarifying the context and conceptual background, to presenting and analysing the evidence gathered. Supported by examples, checklists and diagrams, this fully revised and updated edition includes a wealth of information on: Research design Evidence gathering techniques Practitioner research Ethics Data analysis techniques. This book will be valuable to anyone beginning a research or a professional or a professional or school development project, whatever stage they are at within the teaching community, from training for QTS, higher degree, or in need of evidence-backed decisions for the strategic development of their school.

This volume focuses on motivation in education under changing and unsettling times and provides ideas on how global changes affect student and teacher motivation to learn and achieve.

Competencies are a component of human capital and one of the most important assets of an enterprise. They play an important role in strengthening the position of the company in a competitive market. Investing in the development of competencies increases the organisation's ability to grow and compete through innovations. This book presents a multi-dimensional analysis of the relationship between managerial competencies and innovations. It analyses the role of a manager in a modern organisation, functions performed by managers, management styles and key challenges, including shaping behaviour in the process of managing change in an organisation, as well as an analysis of the

structure of competencies, in particular managerial competencies, and the conditions of the process of forming managerial competencies. Management Theory, Innovation and Organisation: A Model of Managerial Competencies illustrates the organisational conditions of innovativeness, which is the relationship between strategy, structure, organisational culture and leadership and knowledge management and innovation management. The developed model can undoubtedly be considered the author's pioneering contribution to the studies of managerial competencies and innovativeness. The book will be valuable to researchers, students, and managers in the fields of leadership, organizational studies, innovation management, and human resource management.

Educational development is a major issue for higher education institutions (HEIs). It constitutes a major part of the research work of many academics. This practical volume, written by experienced practitioners in the field, is a guide to successfully managing an educational development project.

This fifth edition of Tony Bush's bestselling text explores the links between educational management theories and the main models of leadership, and their application to policy and practice globally across varied educational contexts. This fully updated new edition is informed by an enhanced global perspective and expanded coverage of important contemporary issues including teacher leadership, professional learning communities, transformational leadership, instructional leadership and a critical assessment of distributed leadership. This is essential reading for all teachers who aspire to management, as well as for experienced leaders on Masters' level courses, and for those studying school management as part of education degrees.

Changes are rarely accomplished by individuals. People are social animals and changes are social processes which have to be organized. Social psychology is essential for the effectiveness and development of the field of change management. It is necessary to understand people in change processes. Social psychology also teaches us that meaning is key during change and intervention. Social psychology makes change management comprehensible to people and allows them to consider their actions in groups and the organization on their merits. They may seem obvious and self-evident, but practice and science, as well as the popular change management literature, show that it is not. Drawing on the field of social psychology and based on primary research, *The Social Psychology of Change Management* presents more than forty social psychological theories and concepts that are relevant for the field of change management. The theories and concepts are analyzed and categorized following Fiske's five core social motives; belonging, understanding, controlling, enhancing self, and trusting. Each theory will have an introduction in which its assumptions and relevance is explained. By studying the scientific evidence, including meta-analytic evidence, the book provides practitioners, students and academics in the field of change management, organizational behaviour and

business strategy the most relevant social psychological ideas and best available evidence, thereby further unleashing the potential of social psychology in order to feed the field of change management. By categorizing and integrating the relevant theories and concepts, change management is enriched and restructured in a prudent, positive and practical way. The overarching goal, however, inspired by the ideas and perspective of leading thinkers like Kurt Lewin, James Q. Wilson and Susan T. Fiske, is to make the world a better place. Social psychologists (being social scientists) study practical social issues, in our case issues related to change management, and application to real-world problems is a key goal. Therefore, this book goes beyond the domain of organizational sciences.

Education and Technology for a Better World was the main theme for WCCE 2009. The conference highlights and explores different perspectives of this theme, covering all levels of formal education as well as informal learning and societal aspects of education. The conference was open to everyone involved in education and training. Additionally players from technological, societal, business and political fields outside education were invited to make relevant contributions within the theme: Education and Technology for a Better World. For several years the WCCE (World Conference on Computers in Education) has brought benefits to the fields of computer science and computers and education as well as to their communities. The contributions at WCCE include research projects and good practice presented in different formats from full papers to posters, demonstrations, panels, workshops and symposiums. The focus is not only on presentations of accepted contributions but also on discussions and input from all participants. The main goal of these conferences is to provide a forum for the discussion of ideas in all areas of computer science and human learning. They create a unique environment in which researchers and practitioners in the fields of computer science and human learning can interact, exchanging theories, experiments, techniques, applications and evaluations of initiatives supporting new developments that are potentially relevant for the development of these fields. They intend to serve as reference guidelines for the research community.

Focusing on the Improving Schools Project in South Wales, *Effective Change in Schools* explores the process of successful and substantial educational change. The 32 schools which took part in the project all made significant changes in their practice in order to improve pupil achievement. This book describes and analyses the central features of that educational transformation process. The authors include:

- *information about the project, its aims and purposes
- *fresh and innovative perspective on the change process in schools and the leadership and management of change
- *examination of the key aspects of school effectiveness and improvement
- *description of the strategies adopted by the schools to initiate change and an outline of the issues that the schools faced as they attempted to move forward
- *consideration of the role of leadership in educational transformation and the essence of the successful leader.

This is an invaluable guide to anyone endeavouring to bring about change in their own school or who has an interest in educational management and leadership.

This book is designed to introduce professors and administrators in higher education to the philosophical, theoretical, and research support for using a constructivist

perspective on learning to guide the reconstruction of undergraduate education. It presents an original framework for systematically linking educational philosophy and learning theories to their implications for teaching practice. In this volume, Innes summarizes the sources he found most useful in developing his own set of teaching principles and course development process, and makes an argument for a particular perspective on learning--transactional constructivism--which is consistent with the philosophy of John Dewey and supported by current theory and research in learning science. Transactional constructivism, a combined approach, builds on the strengths of two competing views: psychological constructivism and the sociocultural perspective. *Reconstructing Undergraduate Education: Using Learning Science to Design Effective Courses*: *overviews the philosophical and theoretical underpinnings of the teaching model that is the focus of the volume; *presents a summary of Dewey's educational philosophy and connects his work to current theory and research in learning science; *examines psychological constructivism, one of the basic positions within the range of learning theories that takes a constructivist perspective; *offers a case study example of a course designed and taught from this perspective; *reviews the sociocultural and the transactional constructivist perspectives; *explores the quality of dialogue and disciplinary discourse in the classroom--an issue that is critical to the success of models derived from a transactional constructivist perspective on learning; and *explores broader issues related to reform in higher education. This volume is a vital resource for all professionals involved in undergraduate education.

This edition covers the whole range of methods currently employed by educational research at all stages. It includes new material on complexity theory, ethics, sampling, and sensitive educational research.

For academics and students, 'Education Management in Managerialist Times' offers a critical guide to existing educational management texts and makes a strong case for redefining educational management along more socially and politically informed lines. The purpose of this volume is to locate school improvement within a theoretical and practical framework, to illustrate the challenges facing school improvement strategies from a policy context, to demonstrate the evolution of a range of school improvement strategies in recent times, and through reports of recent research to challenge the assumptions underlying contemporary school improvement approaches. These concerns are reflected in the four major sections of the book. (1) Towards a Theory of School Development; (2) The Contemporary Context of School Improvement; (3) Tensions and Contrasts in School Improvement Strategies; (4) The Effectiveness of School Improvement Strategies. This volume (part of 4 volumes) is the fourth section in the International Handbook of Educational Change. The volumes are a state-of-the-art collection of the most important ideas and evidence of educational change. The volumes bring together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find these volumes an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

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The field of Educational Leadership and Management originated and grew to maturity in the Western societies of the USA, UK and Australia. However, since the mid-1990s, scholars in east Asia have asserted the need to ground leadership theories and practices in the 'local contexts' in which school leaders practice. *Mastering Theories of Educational Leadership and Management* is one of the first volumes published which seeks to do this. The edited chapters illustrate and elaborate how perspectives on key concepts and theories of educational leadership are being interpreted and enacted in East Asian societies. By doing so the book makes a valuable contribution which will hopefully reduce the gap between theories as explained by Western scholars and practices as enacted in East Asian societies. ~ Professor Dr. Philip Hallinger

Originally published in 1986. Hitherto, most educational managers, including head teachers and senior staff in schools, have been expected to carry out their management tasks without any formal training. Recent initiatives, however, are changing this and all educational managers are now being encouraged to undertake some form of training. This book provides a framework for the study of educational management. Management in other professions has been a major concern for a long time and this book selects from this existing literature, theory and experience (for example from management studies and business studies) and relates relevant material to the context of education. It looks at the major themes and problems in educational management, discusses the appropriate theories and shows how good practices may be applied.

"This book brings together online distance education, transformative online learning, and the aesthetics concepts discussing innovation, creativity, inclusion, society, culture, mobility, usability, discourse, feminism, ecology and spirituality"--Provided by publisher.

This is the most comprehensive School Development overview text ever written. In the first part of the book, Dalin sets the stage for a discussion of how schools can improve in the 21st century by providing a detailed historical review of reform in Europe and North America. He explores the dilemmas faced by decision-makers facing up to pressure for change, and provides world-wide examples of attempts at decentralization. The middle part of the book gives an overview of the theoretical basis for school improvement. It examines whether schools behave differently from other types of organization. Institutional leadership and management are put under the microscope, with particular emphasis placed on the role of the principal in school improvement. The book concludes with a brilliant analysis of change strategies. It uses practical studies as well as referring back to the contextual framework and theoretical basis provided earlier. Strategies are reviewed on three levels of change: individual, organizational and those which target the entire system. *School Development: Theories and Strategies* is the culmination of many years' work by one of the acknowledged experts in the field. Its significance for all those who have an interest in furthering educational standards cannot be overestimated.

Participation - and particularly widening participation to students from less-privileged social groups and those who have traditionally not entered HE - has

been a major issue since at least the early 1950s. Widening participation has been an active policy of almost all UK governments over the past 40 years, but the issue is now reaching a possible impasse, with numbers at best static and key groups still effectively excluded from higher education. This is a major political issue as well as one of the most significant issues facing educational establishments. With issues such as student fees and high drop-out rates still political hot-potatoes, this book is a timely and important survey of the real issues behind participation, and non-participation, and is sure to be as controversial as it is useful. Contents is structured in two parts, looking at first the changing context of HE and secondly at issues behind how to develop strategies for widening participation. Contributors come from across the HE spectrum, from Colleges of HE to traditional universities.

Although workplace design and management are gaining more and more attention from modern organizations, workplace research is still very fragmented and spread across multiple disciplines in academia. There are several books on the market related to workplaces, facility management (FM), and corporate real estate management (CREM) disciplines, but few open up a theoretical and practical discussion across multiple theories from different disciplines. Therefore, workplace researchers are not aware of all the angles from which workplace management and effects of workplace design on employees has been or could be studied. A lot of knowledge is lost between disciplines, and sadly, many insights do not reach workplace managers in practice. Therefore, this new book series is started by associate professor Rianne Appel-Meulenbroek (Eindhoven University of Technology, the Netherlands) and postdoc researcher Vitalija Danivska (Aalto University, Finland) as editors, published by Routledge. It is titled 'Transdisciplinary Workplace Research and Management' because it bundles important research insights from different disciplinary fields and shows its relevance for both academic workplace research and workplace management in practice. The books will address the complexity of the transdisciplinary angle necessary to solve ongoing workplace-related issues in practice, such as knowledge worker productivity, office use, and more strategic management. In addition, the editors work towards further collaboration and integration of the necessary disciplines for further development of the workplace field in research and in practice. This book series is relevant for workplace experts both in academia and industry. This second book in the series focuses on the role of workplace management in the organization and the tasks that workplace management needs to consider. The 18 theories that are presented in this book and applied to workplace research discuss management aspects from the organization's perspective or dive deeper into issues related to people and/or building management. They all emphasize that workplace management is a complex matter that requires more strategic attention in order to add value for various stakeholders. The final chapter of the book describes a first step towards integrating the presented theories into an interdisciplinary framework for

developing a grand workplace management theory.

Bringing together educators from a range of backgrounds - psychology, sociology, social work, counseling, and teaching - this volume shows how Asian cultural values and beliefs can provide a lens through which to understand and envision how curriculum and pedagogy can be creatively adapted, not only in a local Chinese classroom context, but in a global context as well.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

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