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CIJE workplan and Steering Committee meeting, 1996.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEERING COMMITTEE

AGENDA Thursday, December 5, 1996 9:30 am - 2:00 pm New York

		<u>Tab</u>	Assignment
I.	Master Schedule Control	1	MLM
II.	Minutes	2	KJ
III.	Assignments	IEWISH	KJ
IV.	1997 Workplan A R C H	V E S	ADH/KAB
V.	Strategic Plan Workshop	6a	KAB
VI.	CIJE Update		ADH/KAB/GZD
		This is	

MASTER SCHEDULE CONTROL

14

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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ELEMENT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
I. Steering Committee 9:30 AM - 4:00 PM		N.Y, 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7		N.Y. 10/13		N.Y 12/3
2. Executive Committee 6:00 - 7:30 PM			4	.ME R	RIC/	N.Y. 4/9	EW	SH E S						N.Y. 12/3
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM				Ţ		N.Y. 4/9 - 10	7	1						N.Y. 12/3 - 4
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MINUTES:	CIJE STEERING COMMITTEE
DATE OF MEETING:	October 16, 1996
DATE MINUTES ISSUE	D: November 14, 1996
PARTICIPANTS:	Morton L. Mandel (chair), Sheila Allenick, Karen Barth, John Colman, Gail Dorph, Josh Elkin, Adam Gamoran, Ellen Goldring, Lee M. Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Josie Mowlem (sec'y), Dan Pekarsky, Dalia Pollack, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Jonathan Woocher
COPY TO:	Dan Bader, Seymour Fox, Annette Hochstein, Henry Zucker

I. Announcements

Mr. Mandel welcomed Josh Elkin and Stanley Horowitz to the meeting. He reviewed the contents of the Steering Committee book.

II. Master Schedule Control

The master schedule control for 1997 was reviewed. The current thinking is to hold all of our Steering Committee meetings in New York. The next Steering Committee meeting is scheduled for December 5 from 9:30 - 2:00. The October 1997 meeting will be held on October 13th. The chair noted the Board design is still under review and consideration. However, the committees should be eliminated from the schedule.

III. 1997 Work Plan

Alan Hoffmann described the process staff is using to prepare the work plan, which has included quantifying the time involved in doing each aspect of our work. We have been trying to juggle and re-evaluate assignments and the time it takes to complete the work. Also, the work plan is being costed out together with Sheila Allenick. A fundamental conclusion seems to be that more staff are needed to complete CIJE's work.

Assignment Alan Hoffmann and Karen Barth will prepare the third iteration of the work plan and send it to the Steering Committee around Thanksgiving. It was noted that we do not currently have a developed strategy for community mobilization/lay leadership development, but this will be an area that will be featured in the strategic plan.

Nellie Harris, presently a Jerusalem Fellow, has been hired and will be present at the meeting in December.

IV. Strategic Plan

Karen Barth reviewed the phases of the Strategic Plan, and described the activities to date. She introduced Shlomo Offer, a consultant who is working on several aspects of the plan, and noted that another consultant, Bettina Klein, has also been hired. Bettina is researching the cost of Jewish education and the results will be presented a forthcoming meeting.

To date, 13 external and 7 internal interviews have been conducted. The list of interviewees was reviewed. The members of the Steering Committee were urged to send other names to Karen Barth.

These points were raised in the discussion: whether the vision is too ambitious; how Jewish education relates to other aspects of life; what is the role of spirituality; what communal structure would support out-of-the box thinking; whether the vision takes into account changes in the workplace and the part-time nature of many Jewish educators.

The next steps should include an additional 20-25 interviews, another staff workshop and a re-draft of this material. The focus at the next meeting of the Steering Committee is on the change process.

V. Board Seminar and Meeting

The Board Seminar will take place at the Jewish Museum which will open its doors at 6:30. Chuck Ratner will chair the evening and Rabbi Larry Hoffman is the speaker. The Board meeting will begin at 9:30 am. There are 33 people expected. The theme is the power of ideas and learning. The agenda of the meeting was reviewed.

VI. Steering Committee

The chair indicated that members of the Steering Committee had been asked to suggest names for additional members of the Committee. A list of possible invitees was circulated. The plan is to invite 2-3 new members during the next 12 months. Two suggestions were made: that geography should be taken into account and that a way to involve funders would be helpful. Mort Mandel invited Morris Offit to become a member of the Steering Committee and he has accepted and will be at the next meeting.

VII. Brandeis Planning Process

CIJE has been involved since 1995 in meetings with Brandeis University about the expansion of the university's capacity and impact in Jewish education. Alan Hoffmann and Barry Holtz, who presented this report, represent CIJE at the meetings of the Task Force. The other members come from across the entire Brandeis community. The Task

Force has done impressive work: many interviews and small group meetings. There has been an extensive involvement by the professors, and the next step is to involve lay people. Mort Mandel, Charles Ratner, and Esther Leah Ritz are participating in a consultation with lay leaders on October 18th. The group will conclude its work in June or September of 1997 and will issue a report. Alan and Barry have served as planning consultants and have worked closely in this process which can serve as a model for other such consultations.

VIII. CIJE Update

A. Community Mobilization

Nessa Rapoport described CIJE's involvement at the GA, which includes a forum on Wednesday November 13 at 1:00 p.m. which John Colman will chair. Karen Barth is participating in a session on Friday on synagogue change. Disappointment was expressed about the lack of Jewish education/identity issues at the GA. This issue facing CIJE is how to articulate the critical issues in Jewish education at the national level. One way is to be on the agenda at national agency conferences and meetings; the other is a CIJE sponsored Biennial, devoted entirely to Jewish education.

B. Building the Profession

Gail Dorph reported that there are over 60 participants expected at the December TEI which includes Cohort I and II. Regional meetings have taken place in the interim to reinforce the learning. There will be another meeting on the video tape project and the video will be shown at an upcoming Steering Committee meeting. Re: Harvard, our two previous seminars were very successful and a third one is planned for January 1997. For the first time, lay people will participate. There has been so much interest, that TEI groups have begun to meet locally to continue the process.

C. Milwaukee Lay Leadership Project

Dan Pekarsky reported on the Milwaukee lay leadership development process in which he and Nessa are involved. This project is a powerful model for future development of lay leadership. The process will be described in detail at tomorrow's Board meeting by Louise Stein.

D. Update

Alan Hoffmann gave an update on several items: the CIJE and Wexner Fellowship staffs have met and are meeting again. Among items discussed is how to recruit outstanding people for Jewish education. Our work with Torah Umesorah continues and they are developing their own version of TEI to professionalize their educational system.

Nessa Rapoport described the Luncheon Seminar which is now in its second year. It has proven to be a successful venue for professionals to meet to discuss a paper in a comfortable collegial way. The next paper will be delivered by Dr. Bethamie Horowitz.

Barry Holtz reported that the new versions of Best Practices in Early Childhood Education and Supplementary Schools will be available tomorrow at the Board Meeting.



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ASSIGNMENTS 73890 ASN (REV. 7/94) PRINTED IN U.S.A.

	Function:	CIJE STEERING COM	MITTEE		
	Subject/Objective	: ASSIGNMENTS			
	Originator:			Date: 11	/26/96
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	ASSIGNED	DUE DATE

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1.	Show TEI video tape to Steering Committee.	GZD	6/26/96	TBD	
2.	Send out article by Adam Gamoran printed in "Journal of Religious Education."	ADH	6/26/96	TBD	
3.	Prepare third iteration of the workplan	ADH/ KAB	10/16/96	11/27/96	

November 26, 1996



For Discussion December 5, 1996

WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Consult to new and existing program in professional development for educators
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to: Tell the CIJE story Seed the culture with powerful ideas Support policy-making with research Provide tools for change
- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in: Early Childhood Senior Educational Leadership Research and Development

WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; broadly rethink our strategy in this area.
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan

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Category	Description	Responsibility	Complete By	Objective
TEI	Run 4 seminars for cohorts 1 and 2	GZD	Mar, Apr, Jun, Dec	Develop capacity and tools for in- service training of supplementary
	Start Cohort 3	GZD	Aug, Dec	school teachers
	Set up a network of TEI participants	NH	Dec	
	Create 4 video packages	GZD	Jan, Mar, Jun, Aug	
	Write the TEI story	GZD	Dec	
	Complete 1st phase of TEI evaluation (community map)	AG/EG/BR	Feb	
Lay/Professional Leadership Seminar	1 short lay/professional leadership seminar	GZD with lay advisors	Jan	Experiment with cooperative lay/professional leadership development
Leadership Seminar for Principals	1 five-day professional leadership seminar	GZD	Nov	Train educational leadership for schools
Build	3 day seminar in January	BWH/GZD	Jan	Develop a group of general
Capacity/Professors	5-day spring seminar	GZD/NEW	Jun	education professors who will be available to consult to institutions
	Recruit new professors	GZD/NEW	Dec	of Jewish education
	Fold professors into CIJE work	GZD/NEW	Ongoing .	

DOMAIN: BUILDING THE PROFESSION

Planning	National Center for Jewish Educational Leadership (JEWEL)	KAB	Oct	Develop vision for initiatives to be implemented in subsequent years
	Senior Personnel Planning	KAB	Oct	
	Norms and Standards	NEW	Dec	
	Early Childhood	NEW	Dec	
Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	GZD/BWH/ NH	Ongoing	Support the creation of new models in Professional Development
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	GZD/BWH/ EG/AG/BR/ NR	Oct	Develop policies that can be adopted by communities to markedly improve Professional Development of teachers and educational leaders

DOMAIN: COMMUNITY MOBILIZATION

Category	Description	Responsibility	Complete By	Objective
Community Consultations	Work on development of personnel action plans	GZD	Ongoing	Experiment with mobilizing communities around the importance of professional
	Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta- early childhood and others as appropriate		Ongoing	development goals and evaluation
	Support evaluation efforts with lead communities	EG/AG	Ongoing	
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	KAB/NR	Ongoing	Build the reputation of CIJE and maintain relationships that enable us to work in partnership with others
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	NR	Jan-Dec	Build a community of academics and policy makers in Jewish education/continuity in the New York area
Board/Steering Committee Board Seminar	Touch base in a meaningful way with key Board members	KAB	Jun	More effectively stimulate and energize lay and professional leaders to be informed advocates of Jewish education

DOMAIN: CONTENT AND PROGRAMS

Category	Description	Responsibility	Complete By	Objective
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	BWH/NR	Jun	Build awareness of our work and ensure that people outside of CIJE can make use of the Best Practice work that we have done
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	BWH/NR	Ongoing	Ensure that we are fully utilizing our Best Practice materials in all of our institutes and programs
Goals Project	Milwaukee and Beth Israel Pilots Goals Publications Plan for future Goals Project strategy Consultations Growing Capacity Form a network of leaders engaged in building institutions names	DNP DNP/NR DNP/NR DNP DNP NEW	Ongoing Dec Apr Ongoing Ongoing Dec	Create models of change at congregational and community levels; expand our understanding of the process of change; develop tools and case studies for use in change efforts, community mobilization and training; develop vision-sensitive CIJE resource people

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DOMAIN: CORE

Category	Description	Responsibility	Complete By	Objective	
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	KAB	Apr	Take a more vision-driven, more strategic approach to our work	
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only	KAB JEWI	Ongoing	Improve the time-efficiency of meetings and planning activities	
	Start work planning in May/June	KAB	Oct		
Fundraising	Create and adhere to a rigorous fundraising schedule	KAB	Oct	Complete 1997 fundraising by October 1	

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PLAN FOR BUILDING STAFF CAPACITY

NAME	PERCENT OF TIME	JOB POSITIONS FOR 1997	LONG TERM JOB DESCRIPTION
Alan Hoffmann	Half time through August	Executive Director	Consultant/Advisor
Karen Barth	80%	Senior Consultant/Executive Director	Executive Director
Gail Dorph	100%	Senior Education Officer	Director of Building The Profession Domain
Nessa Rapport	100%	Director of Publications	Director of Communications
Barry Holtz	60% through August	Part-time Consultant	Director of Content and Programs
(new)	100%	Chief Administrator and Financial Officer	Chief Administrator and Financial Officer
Nellie Harris (new)	100% after August	Education Officer	Manager of selected ongoing BTP Programs
Building the Profession (new)	100%	Education Officer	Assistant with building future programs
Bookkeeper (new)	100%	Data entry and Reconciliations	Data entry and Reconciliations
Ellen Goldring	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Adam Gamoran	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Bill Robinson	100%	Field Evaluator	Field Evaluator
Dan Pekarsky	40 days	Consultant - Goals	Consultant - Goals

VISION STATEMENT - DRAFT 2

Steering Committee Meeting

December 5, 1996

DRAFT VISION FOR OUTCOMES IN THE NORTH AMERICAN JEWISH COMMUNITY

1.	Centrality of Learning/Knowledge	Jewish learning broadly defined (<u>e.g.</u> , including arts, history, meditation as well as traditional types of learning) is central to the life of North American Jews. There is a recognized minimum level of knowledge and skills that most Jews achieve and a substantial group that achieves much higher levels.
2.	Jewish Identity	Being Jewish is at the heart of the self-image of most Jews.
3.	Moral Passion	Moral passion and a commitment to repairing the world is recognized as being at the heart of what it means to be Jewish.
4.	Jewish Values	Jews and the organized Jewish Community are actively involved in bringing Jewish values to bear on their own lives and on the problems of the wider society.
5.	Pluralism	Many different ways exist of being and living as a committed Jew but there is a recognized core common "language" and an atmosphere of mutual respect.
6.	Involvement/Commitment	Most Jews are deeply involved in one or more organizations that engage in learning, community work, cultural activities, prayer and/or other Jewish activities and that are central to their identities. These communities serve almost as extended families.
7.	Intensity/Energy	There is a feeling of energy in these organizations and an intensity of involvement. These organizations engage the heart and mind.
8.	Relationship with Israel	There is an strong, active, positive, mutual relationship with Israel.
9.	Leadership	There is a large, talented group of lay and professional leaders driving continuous improvement and innovation in all aspects of Jewish Life.
10.	Continuous Renewal	There is an ongoing process of continuous innovation and change and a built-in culture of creativity that drives this process.

THE SYSTEM OF JEWISH EDUCATION - DRAFT VISION

Institutions

- A multiplicity of high-quality institutions provide life-long learning opportunities. These include synagogues, day schools, supplementary schools, JCC's, camps, youth groups, Israel trips, Universities, early childhood programs and possibly other new institutional forms that do not exist today. Also much learning takes place outside of formal institutions (e.g., within the family) and there are programs that support these informal learning institutions.
- Institutions within the system are driven by their own clear vision of what Judaism is about and of what is an educated Jew. Every aspect of their design is geared to support this vision.

Community support

• The community strongly supports education, providing access to high-quality formal and informal Jewish educational experiences for all children and adults regardless of their financial situation or where they live. The community provides support to existing educational institutions in their continuous effort to refine their goals and improve the quality of the educational services they provide. It also funds the development of new institutional forms.

Lay leadership

• There is a substantial, highly talented group of senior lay leaders who are committed to working on the continuous development and improvement of the system of Jewish education in their own communities and across North America. There is a much larger group of more junior lay leaders who are committed to supporting individual educational institutions. There is an accepted cultural norm among lay leadership that education is a critical area of communal focus.

Professionals .

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a group of committed, senior professional educators of the caliber of leaders in medicine, law, business and academia in the most important senior-level positions.
- There are mid-level professionals in key positions throughout the system including principals, central agency personnel, teacher educators and field evaluators who are Jewishly committed, Jewishly literate and well-trained in the relevant areas of educational theory and practice from the field of General Education.
- Teachers are well-qualified Jewishly and in the field of General Education and are continuously updating their skills.
- Rabbis have the skills and training to be dynamic, inspiring spiritual leaders and teachers, and they view education as central to their mission.

Content

- Jewish educational content is different in every educational setting but there is an evolving understanding of a core knowledge base that is crucial to basic Jewish literacy. The Jewish community is struggling both formally and informally to define and redefine this knowledge base.
- There are multiple connection points each with their own types of content. These might include spiritual/meditative learning, the arts, Yiddish language and culture, historical learning as well as more traditional types of text study.
- The content of Jewish learning is relevant and infused with meaning for those who participate. It is based in tradition but is presented in such a way that it captures the hearts and minds of those who engage with it at any age.

Continuous improvement/innovation

• Jewish education uses state-of-the-art teaching methodologies from general education as well as methods from the Jewish tradition. There is active ongoing development of new materials, curricula, programs and institutional forms. New technologies (<u>e.g.</u>, CD ROM, Internet) are integrated into the Jewish system of education.



CRITICAL OUTSTANDING ISSUES

- What does pluralism really mean? What are its limits? What level of respect/tolerance/involvement is needed between different groups to achieve real pluralism?
- Where do the spiritual seekers fit into our vision? Do we have the institutional forms and people who will engage them in a meaningful way?
- Does our vision fit with the expressed needs of the "customer," especially with those who are currently unaffiliated? If not, do we believe that the "customer" has latent needs that fit with our vision and could these latent needs be awakened?
- What new institutional forms should become part of this future vision? What new governance forms should be contemplated? What new jobs and roles need to be created?
- Where do we see marginalized groups fitting into our vision (<u>e.g.</u>, immigrants, Jews by choice, retirees, intermarried families, gays/lesbians)?

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13 Generic Approaches to Achieving Transformational Change



Steering Committee Meeting

December 5, 1996

13 Generic Approaches to Achieving Transformational Change

	Name	Description	Examples Women's campaign in Milwaukee		
1	Relationships	Organizing opportunities for role modeling and mentoring by effective change leaders			
2	Leadership Training	Teaching the how and why of change in the classroom to people currently in leadership positions or potential leaders/change agents	Jerusalem Fellows TEI Harvard Seminars Alberto Senderay Wexner Heritage Wexner Fellows		
3	Convening/Networking	Bringing together like groups of people with institutions to support each other in the work of change	Coalition of Essential Schools CAJE		
4	Consulting	Sending process and/or content experts to help build and implement a change vision at the institutional or community level	CIJE consultations Goals Project		
5	Publishing and Speaking	Writing or speaking about the why and how of change	CIJE Publications JESNA Publications		
6	R & D (Let a thousand flowers bloom)	Seeding many small experiments in the hope that some will succeed and can be "rolled out" broadly	NY Continuity Commission		
7	Research	Using rigorous research and evaluation to motivate change and to set direction	The CIJE Study of Educators		

8	Modeling Change	Modeling change with a new or existing institution or within an entire community	Lead Communities B'nai Jeshurun		
9	Modern Marketing	Motivating people to change through media advertising, direct marketing, personal sales	Willow Creek Church Lubavitch National Jewish Outreach		
10	Magic Bullets	Introducing a simple initiative into an environment that catalyzes change on a broad scale	Bookshelves in former Soviet Union		
11	Money	Using financial incentives to change behavior	Challenge grants		
12	Accreditation/Prize	Encouraging organizations to change so that they can receive a prize or accreditation	Baldridge awards Covenant awards		
13	People	Bringing new people or new types of people into key positions	?		

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STRATEGIC GAMEBOARD: INSTITUTIONS

	Federations/ Bureaus	Schools	Synagogues	Camps	Hillels	JCCs	Israel Programs	University Programs	Other
Relationships									
Leadership Training									
Convening/ Networking									
Consulting			AM	ERICAN	IEW/ISH				
Publishing and Speaking			AI	R C H	Í V E S				
R & D			0		6 6 6 F 2 - 2 - 3				
Research				CV1	15				
Modeling Change			1.34		12	/			
Modern Marketing				200	17				
Magic Bullets				×					
Money						5			
Accreditation/ Prize									
People									

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STRATEGIC GAMEBOARD: PEOPLE

	Senior Lay Leaders	Junior Lay Leaders	Senior Professionals	Principals	Teachers	Teacher Educators	Others
Relationships							
Leadership Training	÷						
Convening/ Networking	C.		-		1		
Consulting		, i i i i i i i i i i i i i i i i i i i	MERICAN	JEWISH			
Publishing and Speaking		, A					
R & D			UII	711			
Research			N.H				
Modeling Change			t. 1	t.			
Modern Marketing			375	- 10			
Magic Bullets							
Money							
Accreditation/ Prizes							
People							

STRATEGIC GAMEBOARD: DEMOGRAPHIC GROUPS

	Early Child- hood	Grade School Age	Teenagers	College Age	Young Adults	Adults	Senior	Families	Immi- grants	Inter- married Couples
Relation- ships										
Convening						-	V			
Consulting										
Publishing /Speaking		-		AR	CAN JI CHI	WASH V E S				
R & D					0 0 0 R -1- 7					
Research				1	NY.					
Modeling Change				13/2	T	. 2				
Modern Marketing				10	2pg S	25				
Magic Bullets					-					
Money										
Accredi- tation										
People										

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