

Chapter 1 : The Changing Contexts of Parenting in the United States

Social context, also called social environment, refers to the settings surrounding individuals, including the culture they live in and groups that they interact with. Social context influences customs, traditions and other socially acceptable standards. Over time, people with a similar social.

To analyze this report looks at the changes in the economic, political and legal factors that have had an impact on the study of HRM. This report looks at the evolution of management from direct supervision and bureaucratic styles to a more discretionary self-management aspect. To understand the development of self-management and new HRM techniques the report looks at various other reasons such as increasing competition, change in the nature of the workforce caused by de industrialization and globalization. These factors have facilitated the development of self-discretionary management and led to a new paradigm where employees are more empowered, and the management does not exert total control as decision making is based on consensus. The challenge for the manager in the competitive business environment of the 21st Century is to find a fit between the external opportunities and threats and the internal strengths and weaknesses in the organization. The diagnostic model described below describes the how the internal and external influences in an organization can be studied. After the HR manager is aware of this the management can set certain objectives and devise certain performance measuring techniques that would allow the management to evaluate the performance of the organization Stone, The feedback from this diagnostic model can then be given to the HR staff that can then use this information to implement HR measures such as rewards to increase motivation amongst the workers. The strategic approach of HRM allows the management to make better decisions regarding employee management, employee empowerment, redundancies and recruitment and selection. Competing Values Framework There are many complexities in running the organization and maintaining competitiveness. There are certain models and frameworks that can enable us to understand and define the organizational dynamics these include assumptions regarding the nature of the work, relationships between workers and decision-making functions. Based on the personal values and beliefs the individuals within the organization have specific orientations in these above-mentioned four areas. The challenge for management is to understand these four areas and represent the competing values. The management should be able to develop skills and competencies in the organization that would enable them to achieve all these four objectives and maintain a balance. The organization has to be achieving a balance between the structure of the organization, which would include policies, procedures, and other processes in the organization and a focus on the future strategy. The context area of the organization looks at the outreach to the consumers and future vision of the organization. These theories have explained the two various theories on leadership and management but there has not been much work done trying to link these concepts in an effective manner. In this model Quinn defined that an effective leadership requires a balancing between the vision of the organization, performance and people orientation. The first dimension of this model is related to organizational focus, which forms the internal focus on development and wellbeing of the people in the organization. These include the human relations model, which places a lot of emphasis on flexibility and internal focus on employees. This model stated that the management should put its prime focus on the employees to ensure their wellbeing which would result in greater organizational effectiveness and competence. Human Resource Development Ends: Planning Goal Setting End: The internal processes model focuses on control and an internal focus on the organization, which looks at the role of information management, communications, stability and control. The Competing values framework of leadership effectiveness focuses on two major value dimensions, which include internal and external flexibility and control. Each quadrant in this model represents the core management skills. The upper left quadrant represents the human relations model and defines the two main leadership roles which include the facilitator, which encourages teamwork and cohesiveness and manages the interpersonal conflict in the organization and the mentor who is helpful and engages in the development of the people in the organization through empathetic orientation and caring. The open systems model in the upper right quadrant of the competing values framework specifies two additional leadership roles. The first one is the

broker, which is politically astute, persuasive, influential and powerful. The other one is the innovator who is creative and facilitates adaptation through change. The lower right quadrant contains the rational goal model, which also presents two leadership roles, the producer and the director. The producer is task oriented and work focused and motivates people to increase production and to meet the stated goals. On the other hand, the director engages in planning and sets objectives for the workforce through clear expectations. The coordinator maintains structures, schedules, organizes and coordinates staff efforts and attends to logistical and housekeeping issues. On the other had the monitor checks on performance and handles paperwork. The finding of this model suggests that the managers have to base their leadership style on all of the major theories mentioned in this framework. The challenge for the managers is to balance the competing demands.

Human Relations School The Human Relations Movement which led to participative management or democratic management was pioneered by the works of Elton Mayo. Through his Hawthorne studies Mayo discovered how the input of the employees could be increased. His studies and experiments revealed that the employees had a need to be cared for by the organization. Other findings of Mayo revealed the sociological implications of group relations amongst the employees. Also the management must delegate some decision making and authority by establishing trust and mutual understanding amongst the workers http: This approach that treated employees as humans revolutionized management thinking and led to employee empowerment and the participative management styles. The employee needs and satisfaction came into focus for the first time. Unlike scientific management the focus of Human relations school was more on employee satisfaction and wellbeing which would lead to better performance. The other major theory of motivation based on the Human Relations School came from Douglas Mc Gregor which also focuses on the ideal of increasing employee abilities by focusing on their wellbeing http: Based on the human relations school Herzberg discovered that through job enrichment and opportunity for psychological growth the employees will be more motivated and hence would perform better. To enrich jobs the management must introduce new challenging tasking and assign employees to certain tasks that will enable them to develop additional skills. Another method is to increase the responsibility of the worker. These methods not only motivate the employees but through the creation of wellbeing the employees then become emphatically loyal to the organization. Job enrichment according to Herzberg is a continuous management function and not merely a one-time proposition. These include team work where management encourages employees to work as new. Employee Empowerment The influence of the human relations school, led to the emergence of Self-Managed work teams during the s. Also, the larger corporations and employers adopted a gentler approach towards managing them with focusing on their needs and developing their potential through training. Another trend that has emerged in organization has been that of employee empowerment, this kind of management style favors employees having more decision-making power and they have more authority than in previous types of management techniques. Through empowering employees, the motivation of the employees is enhanced which makes the organization more productive. With the changes that emerged during the s and s employee empowerment has become an ideal way to motivate employees and create and organization that can respond to the changing customer needs. The increased competition and dynamic business environment has been one reason why new models of management emerged that emphasized on employee wellbeing and motivation. Through empowerment the employees are motivated and their feeling of self-efficacy is enhanced. Many large organizations till the end of s had a controlled and centralized organizational structure. This structure was compatible with a study and stable business environment. Since the s and in the s the increased in competition, changes in technology and increased globalization exposed the businesses to a more competitive and unstable operating environment. In this kind of environment, the centralized and bureaucratic management structures were inflexible and ineffective. Another reason for the development of new management styles has been the de industrialization of the western economies and the emergence of the services sectors. Today the employees have to manage more meticulously than before. They need to be developed and the management has to invest in them in terms of development and training to ensure that they are motivated and perform at their optimum levels Armstrong, M, This has forced managers to enhance their competitiveness and performance thus this led to attaining the best results from the employees along with all other resources of the organization. Guest defined the new

Human Resource Management style as a people oriented approach, which aimed to maximize the performance of the employee through a set of, integrated policies and practices which involved consultation and feedback from the senior management. The organizational structure is more decentralized today which means that the senior management does not exercise all the authority, some it is delegated to other employees. The decision-making process is much faster and involves less bureaucratic controls. As each department is working on their own they can be much quicker to respond to consumer changes and changes in demand patterns. Research has proved that when employees are more involved and committed to their work they are more motivated and remain involved to their jobs Elmuti, This development in new ways of managing employees has strongly been influenced by the Human Relations School that focused on employee development, motivation and leadership. New management techniques have identified other job-related factors such as employee development and conditions at work, which can motivate and enhance the employee performance Wickens, The increased competition which has resulted from globalization has made it necessary for organizations to adopt a new management style. The top down management is no longer suitable. The management is now focused on getting the best out of the employees. Thus, the organizational structures have changed as the new organizational culture favor a flatter structure which has a more responsive team structure. These teams are empowered to take action on their own and there is a not much focus on the classical command and control systems that was typical of multilayered hierarchies. This is the reason why most organizations today rely on participative management to be more flexible. The concept of participative management was developed by Mary Parker Follett. This approach is democratic where all members of the organization are involved in the decision-making process. The management does not take decision anymore and gives the employees a degree of independence. The self-managed work teams are more efficient, and they do enhance the job satisfaction. To implement these self-managed teams the two most important elements the management has to focus on include trust and communication. The management and employees have to establish mutual trust in their teams and the entire organization. The other important element is increased communication in the organization. Open and free information is necessary for employee empowerment Crane et al, Since organizations now operate in a dynamic, competitive and more complex business environment the decision-making process is very complex. The management can no longer rely on the classical decision-making style where all decisions were centralized. The new management paradigm focuses on participation Erstad, Employee participation has four areas which include goal setting were employees can set goals and define a task. Secondly the employees can decide on how that will work and deal with the task and the management provides them with the necessary resources. The third aspect of participation is the involvement of employees in the decision-making process. Fourthly the employees are also entrusted to make organizational change. The employee participation can be in formal or informal group which deal with work issues and make decisions. The culture of empowerment enables the organization to meet the expectations of the customers and ensure that employees are motivated and committed to the organization. The modern management styles favor a culture where employees do not have any restrictions in their jobs. The employees need to develop so they can work on their own this involves training and education of the workforce.

Social context is determined by your immediate surroundings, so it can change quickly based upon where you are and who you're with. If you are going to an event with friends who have high social status, you may feel like they lift your status.

Bibliography expanded and updated. Updated on 1 May The previous version of this content can be found here. Under the terms of the applicable license agreement governing use of the Encyclopedia of Social Work accessed online, an authorized individual user may print out a PDF of a single article for personal use, only for details see Privacy Policy and Legal Notice. Political Context Abstract and Keywords The profession addressed a panoply of social problems that grew larger in an ever-expanding geopolitical environment, where social equity or justice was often a remedial value. Social welfare institutions and programs, initially private and later both public and private, filled the societal void, bringing social care to the disadvantaged. Lay caregivers formed the foundation for a nascent, but now over year old, profession. Growth was sustained for over 50 years from the s to s, when progressive thought was challenged with conservative ideology. The challenge for contemporary social welfare and a maturing social work profession is how to navigate a changing milieu, highlighted by complex human conditions, in the face of real and contrived shortages, increasing class stratification, political polarization, and heighten judicial scrutiny. Workforce realitiesâ€”education, technology, and integration of new diverse practitioners throughout the practice continuumâ€”which can address demanding fields that is, aging, health, child welfare , focused on evidence to move the human condition forward. Social work was established to address a panoply of social concerns associated with industrial growth and turmoil, poverty, child welfare, family relations, malnutrition and health care, infant mortality, waves of new immigrants and internal migration and other maladies associated with terrible slums in rapidly expanding cities and urban areas Austin, ; Glicken, Before the American Revolution, help for children, the poor, and mentally ill had been available, based on the ideology embodied in the historical legacies of the English Elizabethan Poor Laws. By the s, aid was provided at local levels through town and county offices. Recognizing limitations of these efforts, benevolent and faith-based societies, and business leaders, supplemented the early, often limited, public initiatives. In the last half of the 19th century, economic crisis, racism and social subordination, and immigration prompted the need for even stronger social programs and led to the organizing paradigm of scientific charity Glicken, The slave question dominated thought in the South and later, a large segment of national society, as the Union became more divided over the immensely varied, complex dynamic of individual and collective white control and black slave resistance Lowe, ; Wood, Friendly visitors, settlement house workers, muckrakers, social activists, and union organizers generated the enthusiasm and energy of this nascent profession, which was largely an informal, fragmented, and volunteer-led initiative to organize and distribute charitable acts, goods, and services. These leaders envisioned a more structured, systemic approach to unfathomable social ills, ignorance, poverty, disease, and human suffering that were endemic to the new industrial nation, based on welfare capitalism Austin, that was emerging at the end of the s and the dawn of the 20th century. At the same time, other volunteers worked along with the poor to teach and help empower them relative to how to take matters in their own hands to improve personal and neighborhood circumstances through groups and collective actions. Although different in conception and organizational ideas, these parallel efforts that is, the former micro-change, the latter macro-change were largely mutually supportive Morris, , but there were times of struggle and contest Abramovitz, ; Drew, , as cited by Figueira-McDonough, In the meantime, many churches, synagogues, and other groups mobilized to organize orphanages and hospitals. Despite these, and many other notable efforts, more organized efforts were necessary to address access and funding limitations, and to reduce service fragmentation. Missions, churches, schools, hospitals, convents, and missionaries provided some social services. Although Catholic priests and nuns provided social services, however, it has been reported that similar to the attitudes of early protestant benefactors, there were traces of altruism, egalitarians, racism, and class-based condescension Anderson, ; Trevino, The First Federal Social Welfare Agency At the end of the

Civil War in , some four million formerly enslaved African Americans, never the recipients of basic human and civil rights, extremely poor, unlearned and unlettered, through skilled and with a demonstrated work ethic, were granted freedom. What meaning did freedom have in the face of abject poverty and a lack of voting rights, property ownership, housing, health care, and education? What was life like for whites accustomed to a structure supported largely by slave labor? One significant empowerment act accomplished with the aid of newly elected blacks and northern philanthropists during Reconstruction was the establishment of universal, free education for both blacks and whites in the South Anderson, ; Hopps, Emergence of Scientific Philanthropy The Charity Organization Societies COS , in the late s, facilitated both the professionalization and bureaucratization of social work by advancing the concept of scientific charity. Philanthropists combined prudence with dedication to helping and fueled the reorganization of COS. They adopted a systemic, organized approach to identify and determine needs case evaluation , and to deliver services effectively. Their ideas about efficiency and functional specialization were based on those of the business or industrial world Lubove, Based on social Darwinism, these ideals were also intended to facilitate principles of social stratification and the maintenance of social control Day, In the push for professionalization, the leadership of caseworkers led to their subsequent dominance in the profession. Specializations were developed in social casework, child welfare, medical, and psychiatric work, and others facilitating the establishment of a program of study offered by the New York Charity Organization and Columbia University in ; several other schools followed in rather rapid succession. These specialties developed their individual associations and each operated with their own unique organizational culture. Women reformers, usually well-heeled financially, who became settlement leaders, came from a number of disciplines and believed that opportunities for informal pedagogy could be instrumental in helping individuals improve their own human capital and competencies as well as the social capital of their environment via the group approach. They implemented this vision through their work, which was heavily influenced by thinker, philosopher, and activist John Dewey Garvin, By the end of the first decade of the 20th century, there were over settlements. Important work was accomplished: These effective initiatives led to the development of many national, social welfare and social change-oriented organizations. In contrast to the COS, relief was not the focus of settlementsâ€™ reform was the goal. Progressives advocated social insurance instead of charitable aid, which was eventually enacted following the Depression DiNitto, Parenthetically, the conditions of white tenant farmers and their families in the southern states were also not targeted Austin, This separate system was severely under-resourced, even when eventually given ideological support and encouragement by social reformer and iconoclast Jane Addams. For all of its fame and historical contributions, Hull House and its leadership are tainted because of the unwillingness to serve all Americans and most particularly African Americans and other people of color Duster, In essence, a system of service apartheid apartness based on race was established in the social service delivery system. Vestiges of these 19th- and early 20th-century policies and services continue to challenge the field Lowe, Wells-Barnett, an African American, spearheaded the establishment of a settlement house for her people in Chicago under the auspices of the Negro Fellowship League. The First Professional Century It has been argued that there were many opportunities for the profession to continue and build on the convictions that social work would develop expertise in understanding the behavior of individuals in their social, political, and economic context. To develop this mission well, there was expectation that contributions from cognate disciplines including economics, sociology, psychology, political science, and later, science and technology, would be sought out and integrated into the profession. This ambitious ideal was undercut by the need to provide services to individuals often within the context of medical and mental health protocols Morris, The emphasis on studying, understanding, and helping individuals on a case-by-case approach Mary Richmond, Social Diagnosis, , minimized the view that indigent and victimized people suffered from social and economic circumstances that could be changed by joint organizational and collective efforts and structural change for example, the neighborhood Guild in New York, c. Over the 20th century, these initial positions were modified through choices relative to how the profession would simultaneously address the goal of improving the lives of individuals and family, and change societal conditions Morris, Regardless of the reasons, at particular times in history, the profession made choices that limited its capacity to address structural change and to

improve major societal problems and conditions. These decisions resulted in consequences that have a bearing on the status of the profession at the dawn of the 21st century. Morris summarized the profession thusly: Scope of the Profession The scope of social work over the latter part of the 19th and 20th centuries has evolved as a result of many ensuing internal and external forces that gave rise to this contextual profession. Relevant are the words of noted social work educator, the late Carol H. Acknowledging challenges regarding ever-expanding boundaries, the core issue can be narrowed to one of focus. If this is the case, it seems imperative that the profession might wish to continue to address inquiry relevant to its purpose and identity, as well as a unifying, coherent conceptual framework and supporting theories. Two decades ago Scott Briar asked: For social work, the unit of analysis is the interaction of person and environment. The goal is to have as strong, robust, and positive an interaction as possible between these two systems. A weakness, however, is the proclivity of the profession to minimize or become overwhelmed by conditions that emanate from the geo-political-economic environment, which most assuredly has an impact on human functioning Morris, ; Pinderhughes, ; Tucker, New questions regarding intellectual property may well compound this phenomenon. Reagan successfully galvanized the elites, corporate America, and middle America with an anti-government, anti-welfare theme resulting in Republican control, based on supply-side economics. Supreme Court, were outcomes of the dominant party and its leadership. The Reagan agenda was continued by President George H. Bush, who served as his Vice President, but lost after one term because of problems related to economic disarray, a heavy federal deficit, and a tax increase he pledged not to support during his campaign, but reversed his position and signed it into law Day; DiNitto; Figueira-McDonough. Still enamored by supply-side economics, the country nonetheless voted in a more centrist, in contrast to liberal, ideology with the election of William Jefferson Clinton in The new president and his team tried to pull away from supply-side economics. Emphasizing the economy and infrastructure improvement, Clinton pushed through a cut in taxation, a Stimulus Program, and reduced the deficit Figueira-McDonough, Most of all, there was the regeneration of a vibrant economy, which created many new jobs, about A conservative manifesto, Contract with America, became an influential document, with a major focus on reducing welfare and strengthening some families while at the same time punishing other families economically. When Clinton became president, he inherited a deficit from the first Bush presidency, but left a surplus. Bush narrowly won the election in over former Vice-President Al Gore in a contested election where the Supreme Court played an unusual role by calling off recounting of ballots in Florida Di Nitto, The and elections represented a stronger coalescing of big business and corporations, the religious right, and the elite classes than the country had seen since Reagan. To offset revenue downfall from the tax cuts and major additional spending, the Deficit Reduction Act DRA was enacted and social welfare programs were targeted for cuts Di Nitto, However, the political scene changed. The Congressional election resulted in a victory for Democrats, a defeat for the Republicans, and a strong rebuke of the Bush Agenda, largely because of the unpopular Iraq War and the response to the victims of Hurricane Katrina. Within the th Congress, many new leaders have demonstrated a strong history of support for public aid, particularly the Speaker of the U. An inauguration widely hailed around the world and witnessed by joyous crowds of over a million people on a bitter cold January 9, , as Barack Obama, the first U. President of African descent, took the oath of office administered by Chief Justice John Roberts of the Supreme Court and brought new expectations of change. Major, domestic, and international problems were pressing: One of the events that took place on Inaugural Night was a gathering of powerful Republican leaders who met to develop a strategy to block the progressive agenda of the new president Draper, Big Achievement and Big Angst The President and the Democrats were successful in the first 2 years in pushing ahead with a progressive agenda in contrast to conservative supply-side ideology owing to a majority in both branches of Congress. Team Obama focused on the economy early in an attempt to slow a massive downward spiral where nearly , jobs were lost monthly. The American Recovery and Investment Act of ARRA , a billion dollar stimulus bill, was passed and included resources for all levels of government, unemployment assistance, infrastructure improvement, and payments for insurance premiums for those out of work. Other initiatives included actions to rescue the auto industry loans were made to Chrysler and General Motors and to save the financial system through re-regulation of banks and insurance companies DiNitto, The first bill signed by the

President, however, was the Lilly Ledbetter Fair Pay Act of 2009, which expanded the window for discrimination claims related to pay. Two appointments to the Supreme Court were women. The Law includes an Individual Mandate where all would have to purchase insurance, a requirement that set off a hail storm of protest regarding government invasion of individual freedom. Attorneys general from some 26 States filed against the law, which was argued before the Supreme Court. The Individual Mandate was upheld in a stunning five to four victory for the Obama Administration and Democrats, with Chief Justice Roberts casting the tie-breaker and siding with liberal justices. Passage of The Affordable Health Care Act enflamed major bitter and vicious controversy over the role and size of government and civil discourse in America was decidedly uncivil, especially during the summer of 2010. Gridlock prevailed in a polarized Congress. One fatality involved the recommendations by the Simpson-Bowles Commission, suggested by the President, for purpose of addressing the national debt. Similarly, Immigration reform simulative jobs legislation, and services for Veterans were stalled.

Chapter 3 : Social Work Profession: Political Context - Encyclopedia of Social Work

In addition, our social contextual model of health behavior change posits that social class matters because of its impact on the social context. We have explored the pathways through which population characteristics, such as income, might influence change in fruit and vegetable consumption.

Change, however, is not an isolated process. It occurs within some context. In the case of school improvement, that context is the school. A school is a complex organism, not just a building with people inside. In order to change the organism, it is necessary to consider the effects of a change on all the parts of the organism. Each part is dependent upon the others and all parts react to changes in any other part. Examining these parts and considering their influence on the change process is important for leaders of school improvement efforts. Educational research describes several elements of school context that can facilitate the work of leaders of school improvement efforts. What contextual factors influence change? Do these factors also influence success for at-risk students? How might leaders address these factors to support implementation of school improvement for at-risk students? The impact of the school context on at-risk students is an especially important consideration for those engaged in improving schools. Family background, personal characteristics of the child, the school context, and the social behavior of children interact to create conditions that place children at risk of failing to achieve their academic potential, of dropping out of school, and of having limits placed on their ability to function as productive adults in society. What is school context? Context is viewed in this article as a broad and inclusive term consisting of two dimensions. The first includes aspects of the school that are not living, but nevertheless affect its inhabitants. The resources available, policies and rules, and size of the school are examples of this dimension of school context, labeled ecology in this paper. Culture is a term that captures the informal side of schools. It includes attitudes and beliefs, school norms, and relationships, both within the school and between school and community. As suggested by the Latin *contextere*, "to weave together," the interrelatedness and interaction of the school ecology and culture create the context in which school improvement efforts are undertaken. In this paper, the elements of school context are discussed separately. However, it should be emphasized that it is precisely because of the interrelationships and interrelatedness of elements of the school that context is a factor in change.

Sarason, The physical surroundings The physical arrangement and size of schools play an important role in the feelings of teachers and students Fullan, Some structures in the school may minimize opportunities for teachers to interact, such as patterns of scheduling, cellular physical layout, and large school size. Limited contact with new ideas and a decreased capacity for innovation may result from structures that encourage isolation Fullan, On the other hand, a sense of community may be developed when schedules and structures are modified to encourage interaction among teachers. Formal policies and rules In addition to the physical plan of the school, policies at federal, state, and district levels can present barriers or bridges to school improvement efforts and the success of at-risk students. In fact, it has been argued that departure from district or state policies and regulations is often required to achieve substantial positive change in instruction Levine, Resources The availability of local school resources has great influence on school improvement implementation. Finding time to engage in implementation activities is often cited as a barrier to implementation. Researchers have found that, indeed, many change efforts fail simply because not enough time was invested in them Sarason, ; Simpson, A summary of the general knowledge base regarding school culture by Patterson, Purkey, and Parker provides insight for leaders in examining their school culture. School culture affects the behavior and achievement of students. School culture is created and can be shaped by people in the school. No two school cultures are exactly alike. The culture bonds the individuals in a school together when it provides focus and a clear purpose for the school. Culture can be an obstacle to educational success; it can be oppressive and discriminatory for various subgroups. Lasting change in fundamental areas such as teaching practice or decision-making structures requires understanding and altering the school culture. This is a slow process. Attitudes The attitudes of teachers regarding schooling, students, and change have an impact on the behavior of teachers toward students, especially those at risk. The influence of teacher attitudes is particularly important due to the

interplay between the characteristics of the student and the context of the school that defines a student as at risk. Identifying and confronting beliefs among school staffs that prohibit students from achieving their potential is a vital component of school improvement efforts. Some of these myths, identified in a study by the Massachusetts Institute of Technology , include: Learning is due to innate abilities, and minorities are simply less capable of educational excellence than whites. The situation is hopeless. Education is an expense and not an investment. Equity and excellence in education are in conflict. Educational success or failure is within the complete control of each individual. Negative attitudes toward change can also hamper efforts to improve schools. Teacher concerns about how change will affect them personally and the practicality of change are areas to be addressed by leaders. Taking time to ensure that the reasons for the change, the practicality of this program for the specific problem being addressed, and the philosophical basis for the effort are well understood by everyone involved will enhance the likelihood of lasting implementation Boyd, Fullan , who notes that few researchers have actually asked students what they think, proposes four images of student attitudes toward change: If the school improvement effort creates conditions where students become actively engaged, it is more likely that increased student success will occur as a result of the effort Fullan, External groups exert pressure on schools requiring schools to satisfy what their constituents believe is proper for schools Cuban, If the community provides ongoing encouragement, support and resources, change efforts will more likely enjoy success Goodlad, Developing this support by the community is an important task of school leaders. Cultural norms Just as the attitudes and beliefs of persons both inside and outside the school building may facilitate or impede change, the norms, or informal rules that govern behavior, exert influence on change efforts. Researchers have found particular cultural norms that facilitate school improvement: Programs that are successful for at-risk students do not suppress criticism or emphasize conformity Fine, Introspection and reflection about the beliefs, actions, and underlying assumptions that regulate teaching and administration are important to successful change efforts Dreyfuss, Cistone, and Divita, A close companion of critical inquiry is the idea that continuous improvement is expected. Experimentation and staff development lead to improved practice and an increased capacity for change through the development of knowledge, skills, and understanding. The expectation that staff development will occur is a norm that promotes change efforts. As Miles and Louis point out, "knowing that X is a workable action you want to take does not mean knowing how to deliver X. The paths to educational improvement are strewn with examples of behavior that no one knew how to deliver" p. The need for a widely shared sense of purpose or vision has been described in other Issues When the existing norms of the school encourage continuous introspection, continuous improvement, and involvement in decision making, change is encouraged. The development of such norms is an important aspect of leadership for change. In turn, these relationships are affected by cultural norms. A norm of collegial relationships is often cited as a component of successful change implementation. A collaborative work culture can reduce professional isolation and contribute to higher morale, enthusiasm, and willingness to accept new ideas Barth, Leaders of school improvement efforts need to encourage and support collegial relationships between principal and teachers and among teachers. Collegial relationships facilitate change because peer group consensus and interaction are important to social learning Goodlad, , and change has been characterized as a learning process. In the traditional, isolated professional culture, the teacher develops mental models of schools and students based on the ways students respond to what the teacher is doing. Indeed, as Rosenholtz found, teachers rely primarily on students to provide meaning for their work. Change efforts will have limited success unless students are actively engaged. The attitudes of students, the influence of cultural norms on their behavior, and the relationships they have with teachers, other students and the school itself affects school improvement efforts Boyd, High school students often develop a "live and let live" relationship with teachers that presents a barrier to change by protecting the status quo Fullan, Peer leaders and student heroes affect the scholastic tone of the school and enhance student achievement Deal, A school context that forms a sense of community is necessary to promote student growth Smey-Richman, Relationships with parents and community. Transforming schools entails a fundamental change in traditional beliefs held by parents, local politicians, residents, administrators, staff, and students Deal, Goals, standards, and practices of the school must be consistent with, and developed in partnership with, parents and community members. Community

support of the school itself and for the change effort is vital. Parents and community members must be active partners and allies, not adversaries. Leadership and Context Purkey and Smith , in their review of the effective schools literature, discuss the idea that schools are "loosely coupled" systems in that what goes on in individual classrooms is largely independent of mandates and supervision. As noted earlier in this article, most classrooms are isolated, and the physical structure of schools contributes to this isolation. Sergiovanni proposes that what is needed in schools is a combination of a tightly coupled culture and loosely coupled structure. Creating a context that contains a tightly coupled culture may require leaders to view schools from a different perspective. Building staff agreement on specified norms and goals becomes the focus of any school improvement strategy. It is important to note, however, that staffs could agree on educationally unsound ideas of practices; consensus could also act as a buffer and prevent critical examination of the school or a proposed change. A focus on improved educational experiences and success for all students should guide the efforts. The stories and suggestions that follow are drawn from the experiences of particular schools in implementing change and implementation research. The reader is reminded, however, that due to the interrelational and interdependent nature of the elements of school context, specific activities that worked in one school may not work as well in another. As Leithwood observes, "we are learning that schools are complex systems made up of parts with greater interdependencies than we earlier believed" p. This interdependence is the challenge provided by context to those leading school improvement efforts. Shaping the ecology The principal needs to identify structural components of the school that influence change efforts. As the person typically responsible for scheduling and physical arrangements in the school, the principal can use these tools to reduce isolation and alienation of students and teachers. For example, principals might schedule common planning periods for teachers to share information and interact.

Chapter 4 : What is SOCIAL CONTEXT? definition of SOCIAL CONTEXT (Psychology Dictionary)

The social environment, social context, sociocultural context or milieu refers to the immediate physical and social setting in which people live or in which something happens or develops. It is the environment of people that surrounds something's creation or intended audience.

Studies in this field involve the relationship between schools and society, with specific reference to the role of race and ethnicity, social class, and gender in education. The focus often rests on the intersection of schooling and broad social policy, including health, housing, work, and community development. Scholars in this field explore issues of equity, opportunity, and the organization of schooling across an array of school contexts, including domestic and international, traditional public schools, choice programs e. Pertinent questions related to social stratification and social reproduction commonly frame studies in this domain: How do race and class affect the educational experiences of students? Did desegregation contribute to closing the achievement gap? How do neighborhoods coalesce with educational institutions to produce patterns of inequality? How does the organization of schooling e. Broader frameworks in the field probe fundamental questions about the relationship of schools to society: What is the purpose of public education? How do principles of democracy and civility shape contemporary school policies and educational debates? The citations included in this bibliography encompass the core concepts and important research studies related to the social context of education. Some are included because they are seminal works that have shaped the field and the foundational studies that have followed; others are listed here because they reflect the most recent, rigorous, and insightful work in this field. The entries listed here span books, book chapters, peer-reviewed articles, policy reports, and issue briefs. All the citations represent significant contributions to understanding the social context of education.

Democracy and Education What is the purpose of public education in a democracy? Tyack answers this question with a seminal piece on the history of public education. Barber moves from the historical rationale for public educationâ€”creating a civil societyâ€”to examine the contradictions and challenges of this education goal in a contemporary democracy filled with consumerism and cynicism. Fuhrman and Lazerson provides a contemporary context to assess the historical arguments for devising and sustaining a public school system as an engine for producing a civil and free society. For readers interested in philosophical debates and policy dilemmas, Gutmann underscores the tensions between liberty and civility, the central tenets of a democracy, and the challenges facing educators as efforts are made to reconcile and balance these tensions. Ravitch and Viteritti complements these works by presenting an edited volume with chapters that span multiple disciplinary lenses through which to consider the power and limitations of public education in a democratic state. How do you apply the principles of democratic education to the formation of student-citizens? Readers interested in this question will find thoughtful analyses and substantive models in Westheimer and Kahne , related to elementary and secondary contexts, and should refer to Colby, et al. An aristocracy of everyone: The politics of education and the future of America. Incorporates themes relating to postmodernism, conservative excess, and community service. Describes how some colleges are attempting to shape the moral and civic development of students, explains the nature of this development, articulates the challenges faced in the process, and offers recommendations for future efforts. Fuhrman, Susan, and Marvin Lazerson, eds. A compilation of essays covering historical, theoretical, political, and pragmatic topics related to democracy and the American public school. Provides a historical frame of reference and discusses matters of citizenship and mechanisms for enhancing democracy through education. Ravitch, Diane, and Joseph P. Education and civil society. This collection of work targets politics, values, and religion as topics intrinsic to the connection between education and civil society. Includes multidisciplinary perspectives from history, psychology, philosophy, political science, and law. Skocpol, Theda, and Morris P. Civic engagement in American democracy. A compendium of predominantly institutionalist and rational-choice theoretical perspectives on the roots of civic engagement, long-term changes in civic activity, and the need for a more critical analysis of newer forms of civic activism. Forming the national character. Harvard Educational Review Westheimer, Joel, and Joseph J. What kind of citizen? The politics of educating for democracy.

Chapter 5 : What is Context and Context Change - Process Integration - SCN Wiki

Journal of Criminal Law and Criminology Volume 69 Issue 1 Spring Article 9 Spring Girls, Guys and Gangs: The Changing Social Context of Female Delinquency.

However, it has also been accompanied by diverging positions and professional invisibility. This has been perceived as both a strength and a weakness for social workers among other traditional helping professions – of which most are now academic or striving for that. It is argued here that social work is about to change its position, developing from the status of a semi-profession towards maturity and full professionalization. For contemporary social work, the challenge is thus to reconstruct old experiences and narratives as professional integrity, visibility and power in a qualitative work-through process. The clarification and rethinking of themes such as invisible loyalties, dichotomous thinking, conflictual positions, and incompatible meaning of social work research are highlighted as crucial tasks on the path to professional maturity. The increasing interest in and acknowledgement of theory and research in education and professional practice is, alongside an increased, although still ambivalent, emphasis on evidence – knowledge – or information-based practice, a sign of an epistemological change. New ways of thinking, whereby theory, practice, and research are viewed as an integrated, continuous interplay, may be defined as a paradigm-shift. This emerging paradigm shift and epistemological change in social work simultaneously implicates an identity transformation, a role shift. Both first- and second-order change are necessary for facilitating developmental changes. First-order change can be achieved by structural reforms or technical interventions. On the other hand, processes of dynamically reconstructed outcomes imply second-order change, meaning that things become qualitatively different from before. The current reform taking place through the Bologna process is an example of this. A case illustration from the University of Iceland is presented where the pros and cons of the reform process are examined. Social work development from the perspective of the history of science In philosophy and the history of science it is now customary to study the development of science in a perspective of contextually analyzed historical effects and connections of events, instead of only from the point of view of single events, linear processes or chronology. The development of disciplines may either be seen as mainly structured from within or from the outside. It can be assumed that the discipline of social work has mainly been influenced by outside factors due to its frame of reference, its goals and role in society. This is logical, as social work developed in a context of radical social change and as a reaction to problems of individual adjustment in the turbulence of industrial revolution and urbanization during the late nineteenth century. Thus its primary position was one of response to circumstances and defense against injustice rather than analysis or active influence on developments. This genesis will probably always set its mark on the character of the profession. As it grows and approaches maturity through age and experience, however, other influences, e. Maturity also implies an integrated self-image. In that context it has been claimed that disciplines vary in the degree of their maturity and may thus be divided into mature and immature disciplines. Mature disciplines develop their own autonomous existence which means a common core of ethical values, habits, methodological tools, and reproductional capabilities such as knowledge production and professional skills. Thomas Kuhn introduced a new definition of the concept of paradigm in his influential work *The Structure of Scientific Revolutions*. The concept had previously referred to a thought pattern in a scientific discipline or other epistemological context Merriam-Webster Other contemporary experts on knowledge and science in relation to social development and social phenomena introduced different terms. Kuhn adopted the concept of paradigm to refer to the set of practices that define a scientific discipline at a particular point in time. He relates it to his idea of acknowledging that different research subjects or disciplines require different methods and tools to suit different tasks. This was revolutionary, as well as his discussion about the different ways in which disciplines use their knowledge. The social sciences consequently began to realize that they were contextually of another kind than the natural sciences. Social phenomena were parts of culture, values, ideologies and habits, all of which are subject to change. They had naturally different qualities than the natural ones. Thus the research methods of the natural sciences could sometimes not apply to the subjects of social sciences at all. Different

approaches and technical measurements had to be developed. According to this, each academic subject and discipline has to develop a basic understanding of its own meaning and common concepts. The process of constructing meaning in any context is a response to historical circumstances. This means that a discipline has to develop its own core of common understanding of its meaning. Its level of maturity is reflected in the coherence of its paradigm and how well it is developed. On the path towards maturity certain phenomena are stumbling blocks. Invisible loyalties, dichotomous thinking, heterogeneity and imbalances regarding attitudes and factual concern with research are such examples. They need to be worked through in favor of a collective meaning of what we understand as professional competence. Identity reconstruction and educational reforms can develop in a co-creational process. Co-creation of the meaning of professional competence Structures and reforms or other instrumental interventions primarily imply first-order changes. Those are helpful in facilitating developmental processes. They can however never replace qualitative second-order change obtained through processes of working out Watzlawick et al. Changing attitudes and old mentalities together with an elaboration of professional self-understanding of common meaning are indeed preconditions for successful structural changes. Some of these are examined in the following. Transforming old invisible loyalties into visibility and power Social work has developed through identification with "and been generated by " conflicts, social turbulence, inequality and conflicting interests in modern industrial society, as mentioned above. The beginning of the discipline thus has both ideological, political and religious attachments to the moral ideals of philanthropy, social reform and human rights. For the modern academic discipline and profession, the conflicting and often hidden loyalties to these roots have probably created more obstacles than advantages. At the same time, the strength has doubtless been, and hopefully always will be, the emphasis on professional ethics and holistic approaches. The heart of social work, its mission and vision, and its empathetic qualities must therefore never be denied or erased. We must acknowledge, teach about and read the history. Students must be trained to respect the ideology behind the remarkable social contributions of the pioneers. Seeing them as role models in the perspective of the conditions of their times motivates us to keep the pride of the social work profession abreast. It is important to remember that Jane Addams struggled for socio-environmental improvements. Her socio-scientific endeavors were appreciated in that she was awarded the Nobel Prize for peace in It is also crucial to refer frequently to Mary E. Boszormenyi-Nagy and Spark presented a theory of invisible loyalties according to which it is not possible to be entitled to growth to a further extent than the obligating loyalty to the past history of pity allows for. In spite of powerful role models from the past it seems that the initial basis of strong involvement with and empathic feelings for badly situated clients appealed strongly to the profession and its educators. Interest in client work was seen as almost antagonistic to theoretical knowledge and empirical research, a conflict which reached its climax in the nineteen sixties and seventies. Impending tasks and daily obligations would be given priority over research. Short-term political involvement was thought to be more important than research-based developmental work. Strong and demanding loyalty to clients practically prevented the social worker from professional development? Paying attention to theory, developmental projects, or research in the professional role was even portrayed as ethical betrayal of clients. Underlying this, however, was ambivalence towards self-realization and insecurity of entitlements. Transforming dichotomous thinking into integration Some conflictual issues inherent in professional doubt about entitlement as described above are often expressed in dichotomous thinking. Therefore signs of dichotomous thinking in social work, long existing in relation to old loyalties, now remain to be worked through. Hidden and open agendas in the endeavors to shake off dichotomous thinking call for further clarification. Here they will only be cursorily mapped. Examples of these agendas are conflicts i about priority of different elements of social work curriculum, i. Some imbalances and conflicts between areas of professional practices may also appear, creating tensions between e. Another one is between high-level versus street-level professionalism such as in prevention-research-policy as opposed to care-control-treatment. Another dichotomy is the creation of knowledge by means of research as opposed to the application of knowledge. Finally there are conflicts of interest regarding visible or invisible loyalties regarding client versus personal self on the one hand and regarding the client versus profession on the other, as described above. Both can be seen in terms of a discrepancy between aspirations and self-evaluation. A recent

Icelandic study on theoretical awareness and research activity among Icelandic social workers revealed a certain degree of imbalance and signs of discrepancies Juliusdottir and Karlsson. The discrepancies were revealed in that social workers in one field were more likely than those in another to seek further education, emphasize and participate in research. The discrepancy between what social workers wanted and what they actually did was reflected in that the majority of respondents rated importance of research quite high while their own research activity or research-related activity was rated as restrictive. It was also found that in spite of substantial research training in the educational program for Icelandic social workers four general courses on social science research methods and an additional one on ethics and paradigms in social work research, many stated that more training was needed. Fieldwork supervisors stressed the importance of linking theory and research results to practice, but few actually had done so. Discrepancies between fields and levels also revealed inconsistencies and ambivalences implying an ideological gap between research and practice. The results implied a rift in the profession on different levels and domains. The dichotomous thinking revealed in the results is divisive and diffuses energy, besides impeding professional solidarity. Issues related to the juxtaposition of autonomy against dependency, visibility against invisibility, assertiveness against submissiveness towards the workplace, consistency against imbalances, are all crucial in this regard. These hidden conflict areas need to be analyzed further through research, in order to stimulate discussion and knowledge-based insights. It can be argued that the abandonment of dichotomous thinking would open up new interactions and influences. This notion is presented elsewhere by referring to fluidity between levels Juliusdottir et al. The question of a developed balance between the levels of theory, research, and practice within the profession, and between countries has been discussed elsewhere as one of professional survival Juliusdottir; Marthinsen. Clarifying the meaning of social work research. The problem of discrepancies and tensions related to dichotomous thinking often relates to a general critical attitude and doubt towards academization, theorizing practice and manifest research activity in the profession. Further examination, analysis and definition of the concept of social work research would enhance its development. However, social work research and theoretical ambition is currently developing with great force. Although met with some resistance and skepticism, a powerful information campaign, published papers, numerous conferences and seminars have stimulated a fruitful debate about social work research in the Nordic countries Cochrane; Chalmers; Kananoja. Varied attitudes towards evidence-based practice and antagonistic views on systematic quality control through RCT randomized controlled trials have also been expressed Mansson; Angel. The three-year-old Nordic Campbell Collaboration, NC2, has the goal of improving quality controls of social work in social services, the educational system and in the criminal justice establishment. At the same time, the function of the Campbell Collaboration is to bridge the gap between practice and research. This is manifested in that the Nordic board is comprised in equal numbers of academics and practitioners or administrators. Practitioners, administrators, scientists and politicians are invited in equal numbers to the annual seminars and conferences, which opens up possibilities for dialogue between the different spheres. This ideology is the same as lay behind the foundation of the Nordic Associations of Social Work Research Forsa in www.forsa.no.

Chapter 6 : Social environment - Wikipedia

In SCT, social context is considered as it relates to attitude development and assessment (Terry & Hogg,), and is equated with social environment, largely conditioned by social and subjective norms, a network of social influences, that "aid, retard, or undermine efforts at personal change" (Bandura , p. 43).

Share via Email Healthcare has its roots in scientific discovery - social care does not. Perhaps a masters of the universe attitude has prevailed, based on the idea that scientific discoveries offer certainties, clear pathways and clearer outcomes. For social care and social work the picture has been less certain and certainly more contentious. The evidence base for the profession has long been questioned and challenged, including debates about what actually constitutes evidence. The Social Care Institute for Excellence Scie has even developed guidance for assessing the quality of different sources of knowledge. How good is the social care sector at building an evidence base? Read more In her reports on the child protection system, published in , Eileen Munro talked about evidence being fundamental to social work practice. This points towards one of the biggest hurdles to evidence-based practice in social care: The families that practitioners work with are often disadvantaged, have a lack of social capital and experience fractious relationships between partners and other families members. These are compounded by environmental factors, such as poor housing, social isolation, deprivation and little access to social support or education and training. Social workers and other practitioners must try and make sense of this context for a family. They must make assessments and judgments about a family situation, perhaps when looking at how safe a child is. This means navigating difficult terrain and understanding events and circumstances that are constantly changing. Social workers cannot just follow evidence-based guidelines or models when carrying out their practice. There are few, if any, neat and tidy outcomes, where a result exactly follows an intervention in the way predicted. Instead, to improve practice, attention needs to be given to the way that practitioners form judgments and make decisions that benefit and protect service users. But this task is rather more complex and can be sidelined. This can mean that the processes involved in how practitioners make sense of the situations they face are not understood. What does this mean in practice? The policies and guidance that regulate practice must be looked at. These are a starting point " guides within which the practitioner works. They demonstrate effectiveness through applying values central to social work to their practice, such as social justice, emancipation and equality. In times of political pressure, media scrutiny and high demand, the realisation of these values is by no means assured as social workers feel themselves being stretched in one direction and then another. Social workers in Ireland are swamped by child protection policy Read more But social workers and other practitioners must also explore the values, biases and assumptions that may affect their practice. Without paying attention to how they make decisions, an immediate blind spot is created. To guard against this we must try to illuminate the way decisions are made. Social workers should be constructively challenged and questioned by their managers and peers. These questions work best in safe and emotionally containing environments. Organisations are best able to offer such spaces if they are open and accept that mistakes do happen. There must be a recognition that, unfortunately, sometimes actions do have an adverse outcome. This acknowledgement should be coupled with a willingness to learn from any such eventuality. Perhaps this is the tallest order of all, but it should not deter the profession from rising to the challenge. Social work must embrace the rich mix of knowledge that, if conditions allow, offers the opportunity for clear and more informed judgments to be made to the benefit of service users.

Chapter 7 : Social Context of Education - Education - Oxford Bibliographies

Creating a Context for Change. the school context, and the social behavior of children interact to create conditions that place children at risk of failing to.

B Ryder Professor of Sociology University of Wisconsin-Madison My starting point is that the family is a major factor in the well-being of adults, children, and society. This chapter brings a sociological perspective to the increasing instability in the lives of children in the United States. I will emphasize the social context in which parenting interactions and child development take place. That social context structures the decisions we make as individual parents. Then I will summarize my conclusions about changes in family structures. First these changes are anchored in the social systems and economies of Western industrial societies reaching back into the last century. Second, these changes are influenced by feedback loops between the behaviors of parents. Decreasing Stability in the Lives of Children While it is a major factor in the well-being of both adults and children, the stability of family life is clearly decreasing. Single parents and multiple families during childhood are inescapable facts of American life. One half of all children will spend some time in a single parent family. There is an array of correlated outcomes from the resulting parent-child interactions: It is a complicated task for scientists to sort out the causal factors in this area. Certainly income plays an important mediating role, especially in educational attainment. From to the proportion of children in single parent families more than doubled among whites and blacks. Of particular interest from a policy perspective is that the level for whites is now at the level it was for blacks at about the time that Patrick Moynihan was writing about the instability of families among black children. We are on a trajectory in which movement in and out of single parent status is likely to continue. Concern for the future productivity of the economy is dire indeed when a quarter of all children are spending at least part of their childhood in poverty. This has serious implications for investments in children now and the nature of the labor force in the next generation. Conservatives and liberals ought to be able to reach common ground over this. I emphasize parenthetically that much of the research in this area focuses on the false dichotomy of being "in poverty" or "out of poverty. A sharp drop in income for a family following divorce may be above the poverty line and still have drastic consequences in stress on the family and the lives of the children involved. How has this happened to us? Do we really value stable relationships and parenting? The underlying dynamics are the atomizing effects of the culture of individualism on the one hand and of the market economy on the other. In that context relative value and revealed preferences actually determine the behavior of individual parents. Individualism and the Market Economy The family changes occurring in the Western world, I believe, are the result of the interplay between individualism and market economies. They are not the consequences of policies, such as welfare or no-fault divorce or even the increased employment of women. The seeds of individualism were brought to America from Europe, where individualism plays an important role in family change as well. Individualism creates a climate in which responsibility to others and the attractiveness of childrearing are diminished. These changes are increasingly being shared with Eastern Asian societies. I hear my Japanese colleagues bemoan the increase in individualism among the young people in the Confucian context of duty to others. I believe that these changes are due to the increasing legitimacy of self-interest as a criterion for decisions as opposed to the interests of a larger collectivity. This need not be interpreted in the narrowest sense of selfishness but rather in the context of competing values, such as personal freedom, development, and empowerment values that we hold as important as our family roles. The needs of our market economy define individual as producers. As a result occupational roles take priority over family roles. We see the consequences of this priority. The father who works extra hours at the office, rather than the one who knocks off at four to take his boy to softball practice, is the one who will get the pay raise the next time around. Relative Value and Revealed Preferences Here the perspectives of relative value and revealed preferences are helpful. Revealed preferences is a term from the economists for which there are fancy equations which basically mean "actions speak louder than words. Simple enough, and it is that perspective that I bring to much of the analysis that I am doing here. How can it then be that we as Americans truly value family relationships and yet act to the contrary? We can value

something very much. We can even value it more than we used to and still value it less relative to some other competing good, if our value on that competing good increased more rapidly. This is where the emphasis on the consumption need comes in. Does that mean that their life styles would be worse than they were in the s if they were to marry? It means that they think that they need more now than then they did then in order to marry. The values of independence and the realization of individual goals and self-definition are relevant as well. It is in respect to these things that parenting roles are becoming less important, even while their importance is maintained. A consequence of these competing values noted by many European as well as American observers is the decreased willingness to make long-term commitments. An intergenerational example is that children from nonintact families are less likely to form and maintain intact families of their own. The values of personal freedom, development, and empowerment reduce the relative attractiveness of the obligatory nature of family roles.

Divorce The trend in divorce toward which half of all first marriages will end in divorce is part of a long-standing accelerating curve that reaches well back into the last century to about 1900. There are fluctuations around this trend line, but we have been at a plateau for about the last twenty years. While the current levels of divorce are a continuation of the long-term trend, they also signal a turning point in the economic terms of a contract of marriage until death. That contract has become a very weak guarantee both of a stable economic environment for women and of a stable childhood environment for children.

Separation of Sexual Activity and Marriage Unmarried sex probably was accelerated by the availability of oral contraceptives in the s. The point here is that unmarried sex is simply a part of our culture. The significance of marriage for sex is disappearing, although male adolescents are more likely now than in previous years to say that marriage and support of the child is their preferred solution to nonmarital pregnancy. The marketplace is addressing a population that is unmarried and sexually active. This increased exposure time, earlier sexual activity, and later ages of marriage are resulting in increasing numbers of women who are having unintended pregnancies while they are unmarried. Yet two-thirds of the births that occur to unmarried women are the result of unintended pregnancy. I emphasize this because unintended pregnancy is the primary route by which these single parent families are created. Reducing the levels of unintended pregnancy among unmarried women would essentially restructure the family context of children.

Marriage no longer signifies a solid commitment to a lifetime relationship. It no longer signifies the point at which sexual activity is expected to begin. It no longer clearly delimits the necessary context for childbirth. It no longer signifies that a couple is likely to take up joint housekeeping. Cohabitation has evolved from a strongly disapproved behavior to the majority behavior in our society. One used to refer to cohabitation as "shacking up" or "living in sin. If we live in a society in which we take for granted that young people are sexually active, then the stigma associated with unmarried childbearing or cohabitation is gone.

Cohabitation One of the most important factors in the present plateau of divorce is cohabitation, which is pruning off a fair number of divorces that would have occurred. My colleague, sociologist James Sweet, calls these "premarital divorces. Writers from the late 19 th century bemoaned the increase in individualism and the decline in commitment to community obligations. Thus, single parents are not new. A qualitative change did occur sometime in the s, however. Single parent families over the latter part of the last century and the first part of this century were largely the consequence of orphanhood. Somewhere in the s the majority of single parent families followed divorce. Parental choice became the primary mechanism by which single parent families were formed and public attitudes accommodated that choice. A decreased sense that parents were obliged to stay together for the sake of the children occurred. In half of the women in their thirties had lived in a cohabiting relationship. The proportion of year olds who ever lived in a cohabiting relationship increased by over one-third from as younger cohorts aged into this category. What accounts for this rapid change? It is because of a demographic process called cohort succession or demographic metabolism. As younger generations with high levels of cohabitation grow older, they carry their experience with them in to the next age category.

Single Parenthood by Choice The significance of marriage as a lifetime contract has declined. Single parenthood by choice has become common. And this, I think, is one of the important feedback loops. With the high levels of divorce in the late s, the increasing numbers of single parent families, and the changes in public attitudes about a couple staying together, single parenthood in itself no longer is stigmatizing. So given that change, a young woman who finds

herself pregnant and does not really want to marry the father is in a different environment. One-half of all single parent families now begin by an unmarried birth. One-third of all children in the United States are now born to an unmarried mother. One-half are second or higher order births. These are not just first births and certainly not just teen births. Only a third of unmarried childbearing occurs to teens; the majority occur later in life. This trend toward unmarried childbearing in the United States has not occurred primarily among minorities and occurs at all ages. Among white women in the United States at virtually every age, there has been an increase in the rate of unmarried childbearing. The significance of marriage for childbearing has clearly declined. The roots are in delayed marriage and in the separation of sex from marriage. Delayed Marriage Delayed marriage plays three roles in this process.

Chapter 8 : 6 ways social media is changing the world | World Economic Forum

Social Technology and the Changing Context of Leadership by Roland Deiser and Sylvain Newton Most companies are painfully aware that over the last two decades the context of leadership has changed dramatically, putting tremendous pressure on traditional models of management and organization.

Explore the latest strategic trends, research and analysis Around the world, billions of us use social media every day, and that number just keeps growing. We use it for every part of our lives – in our personal relationships, for entertainment, at work and in our studies. To put it into some context, every minute we collectively send more than 30 million messages on Facebook and almost , tweets. Here are six observations and predictions for the way social media is changing the world from experts from the Global Agenda Council. Social media skills are no longer considered niche, and solely the responsibility of a small team in the newsroom. Instead social media affects the way the whole organization runs. Social media platforms may be the banks of the future Imagine being able to pay your rent or make an investment through your favourite social network. That might not be too far off, says Richard Eldridge of Lenddo. New financial technology companies are using social media to help people simply open a bank account. Social media can even impact your ability to get a loan. Banks will also have to implement sophisticated social media policies. Social media is changing how we govern and are governed Civic participation and engagement has been transformed with social media: In the future, we can expect more and more leaders to embrace this type of transparent governance, as it becomes easier for them to interact with their constituents: Before the dawn of social media, governments, along with the traditional media, were the gatekeepers of information. This relationship has been turned on its head, says Taylor Owen of the University of British Columbia: In fact, more and more of us will be using social media to contribute to disaster relief from wherever we are: Individuals and teams are activated based on skill sets of volunteer and technical communities. These digital responders use their time and technical skills, as well as their personal networks in an attempt to help mitigate information overload for formal humanitarian aid in the field. This capacity for social media to bring together disparate but like-minded people is also helping fight another enormous challenge: Have you stopped to think how social media is impacting you, your business or your community? This blog series was edited by Shannon M. Read more about the ways social media is changing the world in *The Impact of Digital Content*:

Chapter 9 : The Changing Context of HRM | Oday Alnabhan - calendrierdelascience.com

The macro environment is composed of social, economic, political and technological elements in the broader society that can influence an industry and the organizations within it. The industry environment is the set of factors that directly influences an organization and its actions and responses.