DOWNLOAD PDF CONCLUSION: THE PRINCIPLES OF THOUGHTFUL ENGAGEMENT

Chapter 1 : Participatory action research - Wikipedia

In this chapter, we presented nine principles that are essential to the success of community-engaged health promotion and research. As noted in Chapter 1, however, community engagement is a continuum, and its specifics must be determined in response to the nature of one's endeavor and the organizational and community context in which it occurs.

After reading you will understand the basics of this powerful management tool. Introduction 14 principles of Management In the last century, organizations already had to deal with management in practice. In the early s, large organizations, such as production factories, had to be managed too. At the time there were only few external management tools, models and methods available. Thanks to scientists like Henri Fayol the first foundations were laid for modern scientific management. These first concepts, also called principles of management are the underlying factors for successful management. Henri Fayol explored this comprehensively and, as a result, he synthesized the 14 principles of management. These principles of management serve as a guideline for decision-making and management actions. They are drawn up by means of observations and analyses of events that managers encounter in practice. Henri Fayol was able to synthesize 14 principles of management after years of study. Division of Work In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas from generalist to specialist. Personal and professional developments support this. According to Henri Fayol specialization promotes efficiency of the workforce and increases productivity. In addition, the specialization of the workforce increases their accuracy and speed. Authority and Responsibility In order to get things done in an organization, management has the authority to give orders to the employees. Of course with this authority comes responsibility. According to Henri Fayol , the accompanying power or authority gives the management the right to give orders to the subordinates. The responsibility can be traced back from performance and it is therefore necessary to make agreements about this. In other words, authority and responsibility go together and they are two sides of the same coin. It is often a part of the core values of a mission and vision in the form of good conduct and respectful interactions. This management principle is essential and is seen as the oil to make the engine of an organization run smoothly. If tasks and related responsibilities are given to the employee by more than one manager, this may lead to confusion which may lead to possible conflicts for employees. By using this principle, the responsibility for mistakes can be established more easily. All employees deliver the same activities that can be linked to the same objectives. All activities must be carried out by one group that forms a team. These activities must be described in a plan of action. The manager is ultimately responsible for this plan and he monitors the progress of the defined and planned activities. Focus areas are the efforts made by the employees and coordination. Subordination of Individual Interest There are always all kinds of interests in an organization. In order to have an organization function well, Henri Fayol indicated that personal interests are subordinate to the interests of the organization ethics. The primary focus is on the organizational objectives and not on those of the individual. This applies to all levels of the entire organization, including the managers. Remuneration Motivation and productivity are close to one another as far as the smooth running of an organization is concerned. There are two types of remuneration namely non-monetary a compliment, more responsibilities, credits and monetary compensation, bonus or other financial compensation. Ultimately, it is about rewarding the efforts that have been made. The Degree of Centralization Management and authority for decision-making process must be properly balanced in an organization. This depends on the volume and size of an organization including its hierarchy. Centralization implies the concentration of decision making authority at the top management executive board. Sharing of authorities for the decision-making process with lower levels middle and lower management , is referred to as decentralization by Henri Fayol. Henri Fayol indicated that an organization should strive for a good balance in this. Scalar Chain Hierarchy presents itself in any given organization. This varies from senior management executive board to the lowest levels in the organization. This can be seen as a type of management structure. Each employee can contact a manager or a superior in an emergency situation without challenging the hierarchy. Order According to this principle of the 14 principles of management, employees in an organization must have the right resources at their disposal so that they can function properly in an organization. In addition to social order responsibility of the managers the work environment must be safe, clean and tidy. Equity The management principle of equity often occurs in the core values of an organization. According to Henri Fayol , employees must be treated kindly and equally. Employees must be in the right place in the organization to do things right. Managers should supervise and monitor this process and they should treat employees fairly and impartially. Stability of Tenure of Personnel This management principle of the 14 principles of management represents deployment and managing of personnel and this should be in balance with the service that is provided from the organization. Management strives to minimize employee turnover and to have the right staff in the right place. Focus areas such as frequent change of position and sufficient development must be managed well. Initiative Henri Fayol argued that with this management principle employees should be allowed to express new ideas. This encourages interest and involvement and creates added value for the company. Employee initiatives are a source of strength for the organization according to Henri Fayol. This encourages the employees to be involved and interested. Managers are responsible for the development of morale in the workplace; individually and in the area of communication. Esprit de corps contributes to the development of the culture and creates an atmosphere of mutual trust and understanding. In conclusion on the 14 Principles of management The 14 principles of management can be used to manage organizations and are useful tools for forecasting, planning, process management, organization management, decision-making, coordination and control. Although they are obvious, many of these matters are still used based on common sense in current management practices in organizations. Develop your skills As a resultâ€"oriented manager, instead of focussing on the details of the task, you allow your employees the freedom - within an agreed framework - to approach and accomplish it as they see fit. In this learning journey, you will learn all about this way of managing. Do these management principles work in every organization or are there exceptions? And if so, what are the exceptions and what can we learn from them? Share your experience and knowledge in the comments box below. If you liked this article, then please subscribe to our Free Newsletter for the latest posts on Management models and methods. More information Fayol, H. General and Industrial Management. How to cite this article: Retrieved [insert date] from ToolsHero: Your rating is more than welcome or share this article via Social media!

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Chapter 2 : Employee Engagement - Free Business Essay - Essay UK

Principles of Community Engagement - Second Edition: Chapter 7: Conclusion. Program evaluation can take a variety of forms and serve a variety of purposes, ranging from helping to shape a program to learning lessons from its implemenÂ-tation or outcomes.

However, there is a problem. To make a website more user-friendly. But UX is not more than just focusing on the visitor. Before I list them, I need to say that my suggestions will not necessarily work for every website all the time. UX Analysis Principle 1: Healthy Analytics Data and Account First of all, you need reliable and actionable data. I have seen analytics left behind when it comes to SEO, and I am always surprised by it. It is a vital element of user experience, and the data should be of the highest quality to get the information you need. Also, you need the right tool for the job that meets all analytics needs. It is important to make sure your data is centralized and perfectly integrated into one system. Finally, I would recommend an analytical audit of your website to make sure the data you see is the actionable data you need. More on analytics audits. UX Analysis Principle 2: To get as close as possible to calculate engagement, we need to look at three key metrics: Here are the definitions for each of these from Google: Single-page sessions divided by all sessions or the percentage of all sessions on your site in which users viewed only a single page. The average amount of time all visitors spend on a particular page Our UX job is to improve those metrics as much as possible to make sure engagement is at its best. There might be one or ten reasons why visitors have a single hit on your website and then leave. All that Google knows is that visitors went back to search results to look for alternatives, and it treats this behavior as something negative; it means something is wrong with your page. Google factors this into how well you should rank. Your job as an SEO is to understand why there is a high bounce rate and figure out a way to improve it. How to Find the Right Metrics Here are some things that work for my websites. Look at acquisition metrics by channel, device, and country, and compare periods of time to find trends. You might have sudden insights. UX Analysis Principle 3: Qualitative Data Feedback, a. As I said before, improving engagement can only be a good thing for your website. Besides, you never know which errors you might find that are preventing crawlers to correctly index your pages. With Google Analytics you collect quantitative data, things like bounce rates, traffic sources, performance and events data. You will learn the "what" about your users. But you also need to know the "why". That is when qualitative data comes to help. If you are not the user, how can you possibly know how they feel and what they think about your website? I personally like Hotjar. I have been using it for a year now and the amount of feedback I received allowed me to enter the mind of my users; I have had so many of those "aha" moments with sudden insights. One of the things you can do with Hotjar is to identify, diagnose, and recover from errors. The best ways to do this is are to record sessions of your visitors, visualize errors messages, and see what users do after they see them. When users search for a flight between two cities that are not connected with a flight option, my search engine gives an error message. This error message "There were no tickets that matched your filter settings" is a result of many recordings with Hotjar. Before implementing this solution, I had noticed users were seeing an error message without the opportunity to take further action. All they need to do is reset the filters: Another goal with Hotjar is to use feedback to learn about users pain points and make the users return to your website - saving your money on remarketing. For example, in the case of my travel blog, I have asked questions like: Or maybe you can show the optimal flight, a combination of cheap and fast. This trick can also improve internal linking, which should be a part of the structure of your website. In SEO, internal linking is fundamental because it helps bots to crawl your website much easier, without seeing errors of any sort. For example, if you want to push sales, ask questions before purchase such as "What is missing on this page that would make buying easier? Ask questions on pages that you think are key for your business landing, products, homepage. UX Analysis Principle 4: Why is this important? Consistency reduces learning, meaning that users do not have to apply extra brain resources to learn new representations of each task. This process translates into faster and quicker actions on the website, especially on websites designed to be as transactional as possible. In terms of analytics data, consistency shows lower bounce and exits rates and lower avg. We all know how vital these metrics are in SEO. Think of consistency with this metaphor: You were expecting to find them there, and you found them quickly, almost subconsciously. The same instinctive user-experience should be apparent on your website too. Consistency applies to several components of your website, as follows: It is therefore essential your users intuitively understand, particularly the new ones, what the site does and what is about. For example, one of the public authorities I was working for showed a bar on top with 6 buttons Pay, Apply, Report, Request, Find and Contact. We called it "channel shift bar" because it was the place where users complete tasks that are normally completed offline - hence the shift - like apply for parking permits, pay taxes, request a copy of your bills, etc Of these 6 buttons, one was out of place, the "contact us" button. So we have decided, for consistency, to move it away and found another place for it on the right of the page with a floating button. It might seem like a small change, but for a website designed to transact quickly, it makes a big difference. When designing or re-designing a website, you have the opportunity to build the layout before publishing it online. Think about visuals and what people see first, second and third and so on. When we talk about content consistency, we talk about UX. You need consistency in website content. Think about this blog post; it had to adhere to SEMrush guest post guidelines , which show precise rules of what to write and not to write, what content will be accepted and what will not. All this to make sure guest posts are consistent with the SEMrush brand. For example, one of the most important consistency rules is not to write basic stuff; the audience here already know the basics. How to Become Consistent Prioritize and invest in user testing: Define specific goals for your website, and they will help you direct your efforts to become consistent. Make users go through your funnel smoothly and without any issue. Invest time to improve it and fix all issues consistently. Conclusion With this article, I am not giving any guarantee, but UX analysis can definitely improve your odds to get on the top position in search engines.

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Chapter 3 : 4 UX Analysis Principles to Get Your SEO Started

Conclusion: The next time you find yourself in a discussion seemingly not leading towards agreement or resolution, consider this notion of thoughtful disagreement. Try to stand apart from the.

Behavioral consistency is a judgement heuristic to which we default in order to ease decision making: From an evolutionary standpoint, behavioral consistency also serves us well: Behavioral consistency acts at both the individual and the social level. Those pressures will cause us to respond in ways that justify our earlier decision. Once you have made that decision, you will feel compelled to stick with it. This is the individual level â€" the pressure to keep a promise made to oneself. This pressure will be even stronger at the social level â€" that is, if the promise is public and involves others: While inconsistency with ourselves might result in some guilt, inconsistency with others results in interpersonal risks. Inconsistency is seen as an undesirable trait and is associated with irrationality, deceit, and even incompetence; it can generate reactions of disappointment, anger, and confusion. These risks create tremendous social pressure to remain consistent. Thus, people will strive to ensure that their behavior matches past decisions in order to avoid undue stress. The commitment does not have to be a large one. Or, in the case of my parents, it was a dismissive response to my pleas for a dog. They kept true to their word, and, much to their chagrin, when I turned ten years old, I was the proud owner of a spaniel named Toby. He lived for 11 incredible years. And in a hilarious but predictable turn of events, my parents loved him. The initial commitment you propose to the user has to be: Because people can start writing a review without an account, this process seems both low-stakes no personal data is shared with the organization and easy no work is required to create an account before reviewing, and the interaction to rate a business and to review requires only one click. But as soon as the user begins typing the review, the form field presents motivational microcopy: Keep those fingers rolling, you wizard of words. What seems like inconsequential text is actually an expert use of behavioral consistency: Once people have finished their review, they are asked to commit again even more by creating an account. Finally, once the review is posted, an invitation to write another one is displayed That was fun. The wording reminds users that a they just wrote a review, and b they can be consistent with their behavior and write more reviews for other businesses. When the Fitbit mobile app is first launched, it asks users to state their fitness goals. Moreover, the commitment can be made public to a group of friends or health enthusiasts, thus allowing users to raise personal promises to a social level. Fitbit uses visuals of past behavior paired with motivational copy to encourage users to a wear their Fitbit more, and b log their activity more often. This short survey is low-effort and low-stakes: Then it provides the option to answer more survey questions by showing a link labeled Continue answering â€" to give people the opportunity of keeping their commitment by providing even more data. A progress bar indicates how many questions are unanswered. And the desktop site uses social proof to further motivate respondents by showing where they rank compared to other 23andMe participants. Often, this request backfires and does not create the effect the designers or stakeholders intended. Even when this commitment is easy to make thanks to social media and Google integrations , it is not a low-stakes interaction â€" personal information and accidental commitment to long-term relationships are at stake. It begs the analysis of the decision architecture of each workflow. In particular, here are some questions that practitioners must answer in order to reveal how much cognitive load, cost, and trust is required for each decision point in the interaction, from start to finish. How many choices does the user have to make at each step? How much information does the user need to make that decision? What are the default choices? What is the interaction cost and sometimes the monetary cost of that decision? It also requires stakeholders and executives to reassess current customer-acquisition strategies, and maybe even business models to understand what a low-stakes decision means at various stages in the user journey. Organizations need to consider the level of trust that the user is at: A company with a strong brand and clear offerings can afford imposing some higher-stakes commitments to their users even at the beginning of the relationship. And focus on minimizing the interaction cost associated with these commitments: Conclusion Commitment and consistency are powerful motivators to increase engagement and persuade users to fulfill their goals. Designs which allow users to make a small, low-cost commitment will be more likely to convert customers than ones that make commitment a costly process. An all-or-nothing design will deliver nothing from most users. There are many questions that need to be answered to ensure we meet user needs at every step of the decision-making process, but it all boils down to facilitating the trust of our users, and increasing the usability and the perceived value of our products and services.

Chapter 4 : Pedagogy for Professional Schools and Students | Center for Teaching | Vanderbilt University

Engaging young people in a meaningful way takes thoughtful planning. For 14 years, the Jim Casey Youth Opportunities Initiative led many successful efforts to engage young people throughout the nation.

Overview[edit] PAR has multiple progenitors and resists definition. It is a broad tradition of collective self-experimentation backed up by evidential reasoning, fact-finding and learning. PAR draws on a wide range of influences, both among those with professional training and those who draw on their life experience and those of their ancestors. Many draw on the work of Paulo Freire , [14] new thinking on adult education research, [15] the Civil Rights Movement , [16] South Asian social movements such as the Bhoomi Sena, [3] [17] and key initiatives such as the Participatory Research Network created in and based in New Delhi. His recommendations to researchers committed to the struggle for justice and greater democracy in all spheres, including the business of science, are useful for all researchers and echo the teaching from many schools of research: Do not trust elitist versions of history and science which respond to dominant interests, but be receptive to counter-narratives and try to recapture them. Do not depend solely on your culture to interpret facts, but recover local values, traits, beliefs, and arts for action by and with the research organisations. Do not impose your own ponderous scientific style for communicating results, but diffuse and share what you have learned together with the people, in a manner that is wholly understandable and even literary and pleasant, for science should not be necessarily a mystery nor a monopoly of experts and intellectuals. However alternative traditions of PAR, begin with processes that include more bottom-up organising and popular education than were envisaged by Lewin. PAR strategies to democratize knowledge making and ground it in real community needs and learning[clarification needed What are these strategies? These principles and the ongoing evolution of PAR have had a lasting legacy in fields ranging from problem solving in the workplace to community development and sustainable livelihoods, education, public health, feminist research and civic engagement. It is important to note that these contributions are subject to many tensions and debates on key issues such as the role of clinical psychology, critical social thinking and the pragmatic concerns of organizational learning in PAR theory and practice. Labels used to define each approach PAR, critical PAR, action research, psychosociology, sociotechnical analysis, etc. While a common denominator, the combination of participation, action and research reflects the fragile unity of traditions whose diverse ideological and organizational contexts kept them separate and largely ignorant of one another for several decades. Closely related approaches that overlap but do not bring the three components together are left out. As in mainstream science, this process "regards people as sources of information, as having bits of isolated knowledge, but they are neither expected nor apparently assumed able to analyze a given social reality". PAR, in contrast, has evolved from the work of activists more concerned with empowering marginalized peoples than with generating academic knowledge for its own sake. An important offshoot of Tavistock thinking and practise is the sociotechnical systems perspective on workplace dynamics, guided by the idea that greater productivity or efficiency does not hinge on improved technology alone. Process consultation, team building, conflict management, and workplace group democracy and autonomy have become recurrent themes in the prolific body of literature and practice known as organizational development OD. On the whole, however, science tends to be a means, not an end. Workplace and organizational learning interventions are first and foremost problem-based, action-oriented and client-centred. Psychosociology[edit] Tavistock broke new ground in other ways as well, by meshing general medicine and psychiatry with Freudian and Jungian psychology and the social sciences to help the British army face various human resource problems. This gave rise to a field of scholarly research and professional intervention loosely known as psychosociology, particularly influential in France CIRFIP. In addition to this humanistic and democratic agenda, psychosociology uses concepts of psychoanalytic inspiration to address interpersonal relations and the interplay between self and group. It acknowledges the role of the unconscious in social behaviour and collective representations and the inevitable expression of transference and countertransference â€”language and behaviour that redirect unspoken feelings and anxieties to other people or physical objects taking part in the action inquiry. Another issue is the extent to which the intervention is critical of broader institutional and social systems. The use of psychoanalytic concepts and the relative weight of effort dedicated to research, training and action also vary. It has left a singular mark on the field of rural and community development, especially in the Global South. Tools and concepts for doing research with people, including "barefoot scientists" and grassroots "organic intellectuals" see Gramsci , are now promoted and implemented by many international development agencies, researchers, consultants, civil society and local community organizations around the world. This has resulted in countless experiments in diagnostic assessment, scenario planning [71] and project evaluation in areas ranging from fisheries [72] and mining [73] to forestry, [74] plant breeding, [75] agriculture, [76] farming systems research and extension, [7] [77] [78] watershed management, [79] resource mapping, [10] [80] [81] environmental conflict and natural resource management, [2] [82] [83] [84] land rights, [85] appropriate technology, [86] [87] local economic development, [88] [89] communication, [90] [91] tourism, [92] leadership for sustainability, [93] biodiversity [94] [95] and climate change. Literacy, education and youth[edit] In education, PAR practitioners inspired by the ideas of critical pedagogy and adult education are firmly committed to the politics of emancipatory action formulated by Freire , [24] with a focus on dialogical reflection and action as means to overcome relations of domination and subordination between oppressors and the oppressed, colonizers and the colonized. The approach implies that "the silenced are not just incidental to the curiosity of the researcher but are the masters of inquiry into the underlying causes of the events in their world". Service learning or education is a closely related endeavour designed to encourage students to actively apply knowledge and skills to local situations, in response to local needs and with the active involvement of community members. An international alliance university-based participatory researchers, ICPHR, omit the word "Action", preferring the less controversial term "participatory research". Photovoice is one of the strategies used in PAR and is especially useful in the public health domain. Keeping in mind the purpose of PAR, which is to benefit communities, Photovoice allows the same to happen through the media of photography. Photovoice considers helping community issues and problems reach policy makers as its primary goal. Such factors include a better identification of potential barriers and facilitators, a greater willingness to accept interventions than those imposed strictly from upper management, and enhanced buy-in to intervention design, resulting in greater sustainability though promotion and acceptance. In this approach to collaborative inquiry, research is actively assisted by volunteers who form an active public or network of contributing individuals. They extend principles of open-source governance to democratic institutions, allowing citizens to actively engage in wiki-based processes of virtual journalism, public debate and policy development. In the same spirit, discursive or deliberative democracy calls for public discussion, transparency and pluralism in political decision-making, lawmaking and institutional life. These trends represent an invitation to explore novel ways of doing PAR on a broader scale. Norms in research ethics involving humans include respect for the autonomy of individuals and groups to deliberate about a decision and act on it. This principle is usually expressed through the free, informed and ongoing consent of those participating in research or those representing them in the case of persons lacking the capacity to decide. Another mainstream principle is the welfare of participants who should not be exposed to any unfavourable balance of benefits and risks with participation in research aimed at the advancement of knowledge, especially those that are serious and probable. Finally, the principle of justiceâ€”equal treatment and concern for fairness and equityâ€”calls for measures of appropriate inclusion and mechanisms to address conflicts of interests. They act instead as key partners in an inquiry process that may take place outside the walls of academic or corporate science. Ethical Conduct for Research Involving Humans suggests, PAR requires that the terms and conditions of the collaborative process be set out in a research agreement or protocol based on mutual understanding of the project goals and objectives between the parties, subject to preliminary discussions and negotiations. While they are legalistic in their genesis, they are usually based on interpersonal relationships and a history of trust rather than the language of legal forms and contracts. Another implication of PAR ethics is that partners must protect themselves and each other against potential risks, by mitigating the negative consequences of their collaborative work and pursuing the welfare of all parties concerned. This does not preclude battles against dominant interests. Given their commitment to social justice and transformative action, some PAR projects may be critical of existing social structures and struggle against the policies and interests of individuals, groups and institutions accountable for their actions, creating circumstances of danger. It is important to strike a balance between allowing privacy and confidentiality, and respect for individuals and groups who wish to be heard and identified for their contribution to research. The former may be hard to reconcile with PAR. The latter can be shown through proper quoting, acknowledgements, co-authorship, or the granting of intellectual property rights. By definition, PAR is always a step into the unknown, raising new questions and creating new risks over time. Given its emergent properties and responsiveness to social context and needs, PAR cannot limit discussions and decisions about ethics to the design and proposal phase. Norms of ethical conduct and their implications may have to be revisited as the project unfolds. Challenges[edit] PAR offers a long history of experimentation with evidence-based and people-based inquiry, a groundbreaking alternative to mainstream positive science. As with positivism, the approach creates many challenges [] as well as debates on what counts as participation, action and research. Differences in theoretical commitments Lewinian, Habermasian, Freirean, psychoanalytic, feminist, etc. One critical question concerns the problem-solving orientation of engaged inquiryâ€”the rational means-ends focus of most PAR experiments as they affect organizational performance or material livelihoods, for instance. In the clinical perspective of French psychosociology, a pragmatic orientation to inquiry neglects forms of understanding and consciousness that are not strictly instrumental and rational. Another issue, more widely debated, is scaleâ€”how to address broad-based systems of power and issues of complexity , especially those of another development on a global scale. By keeping things closely tied to local group dynamics , PAR runs the risk of substituting small-scale participation for genuine democracy and fails to develop strategies for social transformation on all levels. Cooptation can lead to highly manipulated outcomes. While more clinically oriented, psychosociology in France also emphasizes the distinctive role of formal research and academic work, beyond problem solving in specific contexts. Given their emphasis on pluralism and living knowledge, many practitioners of grassroots inquiry are critical of grand theory and advanced methods for collaborative inquiry, to the point of abandoning the word "research" altogether, as in participatory action learning. Others equate research with any involvement in reflexive practice aimed at assessing problems and evaluating project or program results against group expectations. As a result, inquiry methods tend to be soft and theory remains absent or underdeveloped. Practical and theoretical efforts to overcome this ambivalence towards scholarly activity are nonetheless emerging.

Chapter 5 : Chapter 2: Conclusion | Principles of Community Engagement | ATSDR

Published: Mon, 5 Dec The following essay will identify and describe key takepu principles that are an integral part of social work and the development of relationships with all culturally diverse individuals within the social work practice.

The Latin form elenchus plural elenchi is used in English as the technical philosophical term. According to Vlastos, [5] it has the following steps: Socrates then argues, and the interlocutor agrees, that these further premises imply the contrary of the original thesis; in this case, it leads to: One elenctic examination can lead to a new, more refined, examination of the concept being considered, in this case it invites an examination of the claim: Most Socratic inquiries consist of a series of elenchi and typically end in puzzlement known as aporia. Having shown that a proposed thesis is false is insufficient to conclude that some other competing thesis must be true. Rather, the interlocutors have reached aporia , an improved state of still not knowing what to say about the subject under discussion. The exact nature of the elenchus is subject to a great deal of debate, in particular concerning whether it is a positive method, leading to knowledge, or a negative method used solely to refute false claims to knowledge. Guthrie in The Greek Philosophers sees it as an error to regard the Socratic method as a means by which one seeks the answer to a problem, or knowledge. Guthrie writes, "[Socrates] was accustomed to say that he did not himself know anything, and that the only way in which he was wiser than other men was that he was conscious of his own ignorance, while they were not. The essence of the Socratic method is to convince the interlocutor that whereas he thought he knew something, in fact he does not. Such an examination challenged the implicit moral beliefs of the interlocutors, bringing out inadequacies and inconsistencies in their beliefs, and usually resulting in aporia. In view of such inadequacies, Socrates himself professed his ignorance, but others still claimed to have knowledge. Socrates believed that his awareness of his ignorance made him wiser than those who, though ignorant, still claimed knowledge. While this belief seems paradoxical at first glance, it in fact allowed Socrates to discover his own errors where others might assume they were correct. This claim was known by the anecdote of the Delphic oracular pronouncement that Socrates was the wisest of all men. Or, rather, that no man was wiser than Socrates. Socrates used this claim of wisdom as the basis of his moral exhortation. Accordingly, he claimed that the chief goodness consists in the caring of the soul concerned with moral truth and moral understanding, that "wealth does not bring goodness, but goodness brings wealth and every other blessing, both to the individual and to the state", and that "life without examination [dialogue] is not worth living". It is with this in mind that the Socratic method is employed. Socrates rarely used the method to actually develop consistent theories, instead using myth to explain them. Instead of arriving at answers, the method was used to break down the theories we hold, to go "beyond" the axioms and postulates we take for granted. Therefore, myth and the Socratic method are not meant by Plato to be incompatible; they have different purposes, and are often described as the "left hand" and "right hand" paths to good and wisdom. Socratic Circles[edit] A Socratic Circle also known as a Socratic Seminar is a pedagogical approach based on the Socratic method and uses a dialogic approach to understand information in a text. Its systematic procedure is used to examine a text through questions and answers founded on the beliefs that all new knowledge is connected to prior knowledge, that all thinking comes from asking questions, and that asking one question should lead to asking further questions. The inner circle focuses on exploring and analysing the text through the act of questioning and answering. During this phase, the outer circle remains silent. Students in the outer circle are much like scientific observers watching and listening to the conversation of the inner circle. When the text has been fully discussed and the inner circle is finished talking, the outer circle provides feedback on the dialogue that took place. This process alternates with the inner circle students going to the outer circle for the next meeting and vice versa. The length of this process varies depending on the text used for the discussion. The teacher may decide to alternate groups within one meeting, or they may alternate at each separate meeting. In Socratic Circles the students lead the discussion and questioning. The structure it takes may look different in each classroom. While this is not an exhaustive list, teachers may use one of the following structures to administer Socratic Seminar: Students need to be arranged in inner and outer circles. The inner circle engages in discussion about the text. The outer circle observes the inner circle, while taking notes. Students use constructive criticism as opposed to making judgements. The students on the outside keep track of topics they would like to discuss as part of the debrief. Participants of the outer circle can use an observation checklist or notes form to monitor the participants in the inner circle. These tools will provide structure for listening and give the outside members specific details to discuss later in the seminar. Pilots are the speakers because they are in the inner circle; co-pilots are in the outer circle and only speak during consultation. The seminar proceeds as any other seminar. At a point in the seminar, the facilitator pauses the discussion and instructs the triad to talk to each other. Conversation will be about topics that need more in-depth discussion or a question posed by the leader. Sometimes triads will be asked by the facilitator to come up with a new question. Only during that time is the switching of seats allowed. This structure allows for students to speak, who may not yet have the confidence to speak in the large group. This type of seminar involves all students instead of just the students in the inner and outer circles. Students are arranged in multiple small groups and placed as far as possible from each other. Following the guidelines of the Socratic Seminar, students engage in small group discussions. According to the literature, this type of seminar is beneficial for teachers who want students to explore a variety of texts around a main issue or topic. A larger Socratic Seminar can then occur as a discussion about how each text corresponds with one another. Simultaneous Seminars can also be used for a particularly difficult text. Students can work through different issues and key passages from the text. The seminars encourage students to work together, creating meaning from the text and to stay away from trying to find a correct interpretation. The emphasis is on critical and creative thinking. Furthermore, the seminar text enables the participants to create a level playing field â€” ensuring that the dialogical tone within the classroom remains consistent and pure to the subject or topic at hand.

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Chapter 6 : Socratic method - Wikipedia

Engagement is the strengths-based process through which individuals with mental health conditions form a healing connection with people that support their recovery and wellness.

Engaging stakeholders throughout the evaluation process improves the evaluation and positions these stakeholders to implement necessary changes as identified through the evaluation. Evaluating community-engaged partnerships in and of themselves is an emerging area. In addition, SNA and formal models of engagement may provide useful frameworks for evaluating engagement. Evaluating the efficacy of an empowerment-based self-management consultant intervention: Therapeutic Patient Education ;1 1: Evaluating for a change: New Directions for Evaluation ; Centers for Disease Control and Prevention. Framework for program evaluation in public health. Centers for Disease Control and Prevention; Massachusetts Institute of Technology; Steps of empowerment evaluation: Evaluation and Program Planning ;17 3: An introduction to process use. Freeman J, Audia P. Community ecology and the sociology of organizations. Garbarino S, Holland J. Quantitative and qualitative methods in impact evaluation and measuring results. Social Development Direct; Study of participatory research in health promotion: The Royal Society of Canada; Holland J, Campbell J editors. Methods in development research: Review of community-based research: Assessing partnership approaches to improve public health. Annual Review of Public Health ; The program evaluation standards: Krueger R, Casey M. Introduction to program evaluation for comprehensive tobacco control programs. Focus groups and qualitative research. Working to reduce maternal mortality in Sub-Saharan Africa: Medical Education at Michigan ;5 2: Developing and implementing guidelines for dissemination. Methods in community-based participatory research for health. Qualitative evaluation and research methods. Utilization focused evaluation 4th ed. Toward integrating qualitative and quantitative methods: Health Education Quarterly ;19 1: The principles of empowerment evaluation. Empowerment Evaluation Principles in Practice ; Wasserman S, Faust K.

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Chapter 7 : AU Reports on the Application of Accounting Principles

The Employee Engagement Network Top Tens 10 Principles of Employee Engagement be reflected in the thoughtful questions you ask.

Recovery Support Written By: At the time SAMHSA released the working definition , we indicated that we would continue dialogue with the field to refine the definition and principles. The revised working definition and principles give more emphasis to the role of abstinence in recovery from addictions, and indicate that an individual may be in recovery from a mental disorder, a substance use disorder, or both. The revised definition is below. SAMHSA appreciates the many thoughtful comments and suggestions received throughout the period of developing and vetting the definition and principles. SAMHSA will disseminate the working definition and principles as a resource to policy-makers, systems administrators, providers, practitioners, consumers, peers, family members, advocates, and others. The definition and principles are intended to help with the design, measurement, and reimbursement of services and supports to meet the individualized needs of those with mental disorders and substance use disorders. SAMHSA engaged in a dialogue with consumers, persons in recovery, family members, advocates, policy-makers, administrators, providers, and others to develop the following definition and guiding principles for recovery. The urgency of health reform compels SAMHSA to define recovery and to promote the availability, quality, and financing of vital services and supports that facilitate recovery for individuals. A process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential. Guiding Principles of Recovery Recovery emerges from hope: The belief that recovery is real provides the essential and motivating message of a better future â€" that people can and do overcome the internal and external challenges, barriers, and obstacles that confront them. Hope is internalized and can be fostered by peers, families, providers, allies, and others. Hope is the catalyst of the recovery process. Self-determination and self-direction are the foundations for recovery as individuals define their own life goals and design their unique path s towards those goals. Individuals optimize their autonomy and independence to the greatest extent possible by leading, controlling, and exercising choice over the services and supports that assist their recovery and resilience. In so doing, they are empowered and provided the resources to make informed decisions, initiate recovery, build on their strengths, and gain or regain control over their lives. Recovery occurs via many pathways: Recovery is built on the multiple capacities, strengths, talents, coping abilities, resources, and inherent value of each individual. Recovery pathways are highly personalized. They may include professional clinical treatment; use of medications; support from families and in schools; faith-based approaches; peer support; and other approaches. Recovery is non-linear, characterized by continual growth and improved functioning that may involve setbacks. Because setbacks are a natural, though not inevitable, part of the recovery process, it is essential to foster resilience for all individuals and families. Abstinence from the use of alcohol, illicit drugs, and non-prescribed medications is the goal for those with addictions. Use of tobacco and non-prescribed or illicit drugs is not safe for anyone. In some cases, recovery pathways can be enabled by creating a supportive environment. This is especially true for children, who may not have the legal or developmental capacity to set their own course. The array of services and supports available should be integrated and coordinated. Recovery is supported by peers and allies: Mutual support and mutual aid groups, including the sharing of experiential knowledge and skills, as well as social learning, play an invaluable role in recovery. Peers encourage and engage other peers and provide each other with a vital sense of belonging, supportive relationships, valued roles, and community. Peer-operated supports and services provide important resources to assist people along their journeys of recovery and wellness. Professionals can also play an important role in the recovery process by providing clinical treatment and other services that support individuals in their chosen recovery paths. While peers and allies play an important role for many in recovery, their role for children and youth may be slightly different. Peer supports for families are very important for children with behavioral health problems and can also play a supportive role for youth in recovery. Recovery is supported through relationship and social networks: Family members, peers, providers, faith groups, community members, and other allies form vital support networks. Recovery is culturally-based and influenced: Recovery is supported by addressing trauma: The experience of trauma such as physical or sexual abuse, domestic violence, war, disaster, and others is often a precursor to or associated with alcohol and drug use, mental health problems, and related issues. Services and supports should be trauma-informed to foster safety physical and emotional and trust, as well as promote choice, empowerment, and collaboration. Recovery involves individual, family, and community strengths and responsibility: Individuals, families, and communities have strengths and resources that serve as a foundation for recovery. In addition, individuals have a personal responsibility for their own self-care and journeys of recovery. Individuals should be supported in speaking for themselves. Families and significant others have responsibilities to support their loved ones, especially for children and youth in recovery. Communities have responsibilities to provide opportunities and resources to address discrimination and to foster social inclusion and recovery. Individuals in recovery also have a social responsibility and should have the ability to join with peers to speak collectively about their strengths, needs, wants, desires, and aspirations. Recovery is based on respect: Community, systems, and societal acceptance and appreciation for people affected by mental health and substance use problems â€” including protecting their rights and eliminating discrimination â€” are crucial in achieving recovery. There is a need to acknowledge that taking steps towards recovery may require great courage. Many advances have been made to promote recovery concepts and practices. There are a variety of effective models and practices that States, communities, providers, and others can use to promote recovery. However, much work remains to ensure that recovery-oriented behavioral health services and systems are adopted and implemented in every state and community. Drawing on research, practice, and personal experience of recovering individuals, within the context of health reform, SAMHSA will lead efforts to advance the understanding of recovery and ensure that vital recovery supports and services are available and accessible to all who need and want them.

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Chapter 8 : Chapter 7: Conclusion | Principles of Community Engagement | ATSDR

hopes that thoughtful consideration of these principles will help community leaders to form effective engagement partnerships. Each principle covers a broad practice area of engagement, often addressing multiple.

Firstly, a background on employee engagement is given after which employee engagement is conceptualised and defined. The types and drivers of employee engagement also receive attention after which the difference between employee engagement and similar constructs is clarified. The chapter concludes with the consequences of employee engagement. They are constantly looking for new ways to ensure that the organisation will stay ahead of competition. Individuals spend more than a third of their lives and more than half of their days at work. Many individuals also use work to define who they are. According to Luthans and Peterson , employee engagement might not be the general cure for all the problems that organisations face daily, but implementing engagement strategies can help with overall organisational effectiveness as well as creating personal and career development opportunities for employees. The core ingredients of employee engagement are to provide an individual with an environment where he will have a meaningful and emotionally enriching work experience. Engagement is not about keeping people happy and rewarding them for the work that they have done. It is something much deeper Perrin, Kahn was the first person to use the term personal engagement. He believed that employees use different physical, emotional and cognitive levels of themselves in their work performance daily. He conducted two qualitative studies on summer camp counsellors and on architects and investigated what work conditions would be favourable for personal engagement. He focused on three components, namely meaningfulness, safety and availability. Kahn found that this was influenced by the type of task a person must carry out daily, the role he must fulfil and his interactions at work. Luthans stated that individuals find their jobs meaningful if they perceive their jobs as important, worthwhile and significant. This component was influenced by interpersonal relationships, group and intergroup dynamics, management style and organisational norms Kahn, Luthans found that individuals have the need to feel secure enough to give their personal input without feeling that their career, status or image will be put in jeopardy. This is influenced by the depletion of emotional and physical energy as well as individual insecurity and outside lives Kahn, Luthans argues that individuals are positive that there will be more than enough cognitive, physical and emotional resources available to them. Perrin states that emotional and rational factors are of utmost importance to keep an employee engaged. The emotional factors consist of the sense of mission, pride and passion for what they are doing. The rationale factors consist of the resources, support and tools that are available to the individual in order for him to do his job properly. According to Kahn these three dimensions overlap with his: He claims that employees decide how much of themselves they want to give at their work. The degree of self-investment will depend on how they are treated at work and how much opportunity they will have to make most of the four parts of their nature. According to Covey , p. Boverie and Kroth , p. He views engagement as an outcome of the organisational experiences of an employee. These experiences are characterised by behaviours that are grouped into three groups: Engaged employees only have positive things to say about their job, their employer and their organisation. They are more than willing to tell others about their positive experiences in order to convince candidates to join the company. These individuals are more likely to be emotionally attached to the organisation and will stay with the organisation for a long time. These three groups are illustrated in Figure 2. Adapted from Hewitt, A. Aon Hewitt Engagement 2. According to Thomas , p. They are much more concerned with self-development and meeting their own individual needs. Employees of the twenty-first century are very confident that they have the necessary skills to compete in the workplace. They know what they want and what they need and are therefore much more demanding about what they expect from their work experience. It has become a necessity for management to implement strategies that will keep their workforce actively engaged. There has never been a more important time for leaders to create places where individuals come to work each day, charged up and excited about the work they are asked to do, places where people are passionate about their work. They feel inspired, motivated and proud of what they are doing. These individuals will give a hundred percent even when they are faced with difficulties. According to them it is clear that an employee is engaged in his job when he connects physically, cognitively and emotionally when he is executing the task at hand. This view is supported by Stander and Rothman who state that such employees have positive and strong interpersonal relations at work. Markos and Sridevi , p. Engaged employees will put a lot of effort into their work because they can identify with it. Although it might be a construct that is regularly used in practice, defining it remains a challenge Saks, An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of organisation. The organisation must work to develop and nurture engagement, which requires a two-way relationship between employer and employee. This refers to the intellectual connection that the employee has with the organisation and how strongly they believe in and support the main goals and objectives of the organisation. This refers to the emotional connection that the employee has with the organisation. These employees are loyal to the organisation; they have a sense of belonging and feel very proud to be working for the organisation. Employees will behave in ways that will support the organisation on its way to success. They will be willing to stay with the organisation regardless of other opportunities that may emerge. They will also give more than what is expected of them to ensure that the company reaches its goals. According to Markos and Sridevi , p. According to Shaufeli and Bakker , employee engagement can be described by the following three elements: Individuals that score high on vigour have high levels of enthusiasm, stamina and energy. The individuals derive a sense of significance from their work. They also feel enthusiastic, proud, inspired and challenged by it. Individuals that score high on this are happily engrossed in their work, they feel immersed by their work and have difficulties detaching from it because they get carried away. As a consequence, everything else around them is forgotten and time seems to fly. Given all the above definitions, this researcher concludes that employee engagement is about employees who are passionate and devoted to their work. These individuals also have strong interpersonal relations at work and a strong sense of loyalty to the Company they work for. Employees who experience high levels of engagement would not think twice to go beyond the duties stipulated in their employment contract. Engaged employees are also intrinsically motivated, display increased levels of performance, take pride in their work and take complete ownership of their job. After reviewing all the definitions of employee engagement, this researcher is of the opinion that the definition by Schaufeli et al. They always act in ways that are in the best interest of their organisation. They are driven and will always ensure that they know what their role in the organisation is. These individuals are known to have high levels of performance. They want to use their skills, abilities and competencies every day at work Meesala, Engaged employees are committed to their organisation, tend to stay with the organisation longer and are more committed to quality and growth. These employees are very proud of their organisation and will tell everybody about their organisation Accord Management Systems, Employees are engaged when: They have no positive or negative feelings about their organisation and go through the motions daily without committing themselves. These individuals are task orientated rather than goal orientated. They expect to be told what to do, rather than take initiative and do something of their own accord. These employees tend to feel that their efforts are not appreciated and that their full potential is not being tapped Meesala, Disengaged will most likely cost an organisation a lot of money. They will miss more or less 3,5 days per year and they are much less productive than engaged employees. Accord Management Systems, They are not just unhappy at work, but they are actively living out their unhappiness at work. These individuals will not miss a chance to spread negativity. Actively disengaged employees are not interested in the goals and mission of the company; they rather openly express feelings of mistrust and hatred towards it. Employees that are highly disengaged will hold back physically, cognitively and emotionally. When they work they behave in a robotic, passive and detached way. These types of employees can hurt the image and functioning of the organisation Meesala, According to Wolfe the following could be possible causes of actively disengaged employees: These managers are unprofessional and uncaring. They overwork their workforce, have no respect, are not interested in listening to their employees and constantly put the wrong people in the wrong jobs. They are only interested in getting the job done as fast as possible. These opportunities are not discussed at all. Job openings are not posted or filled from within. Employees see no career paths. There is difficulty communicating from the top down and between various departments. They do not receive regular raises. Favouritism pops up when decisions are made for bonuses or raises.

Chapter 9 : The Principle of Commitment and Behavioral Consistency

Engagement is a central part of our program, and these discussions give both sides an opportunity to understand one another's goals, principles, practices, and concerns.