

APPLIED ISSUES

Applied Issues

The next several classes are very important

The *culmination* of our understandings about change and applied change

Organize "lessons" in applied change

We will address issues that affect us *personally*

We all are involved in applied change

We want to make changes - education, work place, politics, etc.

Others want us to make changes - politicians, bosses, etc.

There are several **KEY ISSUES** that need to be examined as we look ahead beyond the course:

- *Potentials* for effective change?
 - Community based?
 - How capable is community group in trying to achieve its goals?
 - Who does the community group represent?
 - Which parts of the community?
 - Abilities of group in effecting meaningful changes?
 - Larger sociopolitical environment?
 - Vested interests?
 - Support and resources?
 - Roles?
 - Who working for?
 - Relationships?
 - Partnership?
- *Ethics ?*
 - Whose purposes being served?
 - Who benefits? Who bears the costs?
 - Recognize and control for biases?
 - Social biases clear
 - Ethnocentrism
 - Professional standards?
 - Concepts
 - Systems change?
 - Methods - including controls
 - Eclectic* in concepts and methods

- *Careers*

What are the kinds of careers in change?

What do these careers involve?

Activities?

Demands?

Opportunities?

Orientations

Academic

Goal of knowledge accumulation

Theory

Long-term methods

Open deadlines

Support

Autonomy

Predictable

Solitary

Poor communication skills

Community

Goal of service

Practical outcomes

Short-term methods

Short deadlines

Cost-benefit

Accountability

Nonpredictable

People management

Effective communication

How much will these careers contribute to a more adaptive society?

How personally satisfying and rewarding will these careers be?

- *Skills ?*

Have to have a *range* of skills

Personal

Values

Flexibility

Professional?

Not false academic "objectivity"

Can therefore more clearly *control* for biases

Concepts

Systems change?

Methods - including controls

Eclectic in concepts and methods

Contribution to theory

"Testing" ideas with real life as naturally occurs

Interpersonal?

Communication

Effective working relationships

Diplomacy

Conflict resolution

Organizational?

Planning and goal setting

Networking

Alliance building

Management

Political?

Lobbying

Negotiation

Conflict management

- *Training ?*

How develop these skills?

Trainers?

Courses?

Practical experience?

1. Ethics

Who has had ethics included in courses/training?

ETHICS: *Moral* principles that guide our practice

Social and personal values

But also involves professional morality

Though not normally considered

Applied change involves the *purposeful* attempt to alter people's lives

It therefore is an *ethical* issue

As well as political, economic, religious, etc. issues

And as well as research, academic, etc. issues

Those who would make social changes automatically assume

A moral responsibility

Major ethical issues ??

(1) Who benefits?

Short-term? Long term?

Ideally *all* - but in reality some rather than others

Priorities?

Criteria?

Who bears the costs?

Economic? Social?

Who is harmed?

(2) Change goals?

Means?

Uses?

(3) Community involvement/representation/participation?

Informed consent (IRB)

Disclosure of research goals, methods, sponsorship

Degree of control? (Schensul's Community Action Board idea)

Confidentiality - safeguards

Respect for diversity

Self-determination

Most balanced principle of applied change

Community - know what is best for self

Society - new resources and talents, productive social segment

Discrimination - denies individual/group, and whole society

(4) Society's understandings and choices?

(5) Professional ethics:

Science - knowledge, standards

Colleagues - recognition of contributions

Students - open access to training, quality/relevance of training

Sponsors - accurate/timely performance, reporting

Society - knowledge, skills, *use*

(6) *Accountability?*

Who will accept responsibility?

2. Professional Standards

An *ethical* issue - as well as a scientific issue

Our involvements can have direct impacts on people's lives

Professional Issues:

(1) CONTROL of biases (vs objectivity)

Signs of biases?

Reactions

Ours (offended, pleased, confused, etc.)

Theirs

Not controlling for biases is also a bias

(2) Concepts

Sociocultural change

Project issues

(4) Methods

Qualitative/quantitative

ECLECTIC - *effective* tools given issue

(5) Situation

Systematic work

Respect for diversity

ISSUE: How can you know what professional standards are?

Publications in professional journals

Peer review process

Minimum standards of scholarship

Can involve negative effects

Limit creativity - most reviewers *not* creative thinkers

Academic bias against "applied" work

Also "research" = data collection (not necessarily analysis, synthesis, publication)

Ethics and professional standards

Personal/social/professional *morality*

What is our **responsibility**?

Are/should we be held *accountable* for our efforts?

Essential issues in theoretical and applied activities

Unfortunately not structured into training

Must build them in for ourselves

Experience - the best teacher

2. **Careers** in Applied Change

What possible careers interest you *and* appear to be valid options?

ALL jobs/careers involve applied change

a. Resources for Identifying Applied Careers

University career guidance services

Professional societies

Job booklets

Job placement service (graduate)

Job workshops - NAPA/WAPA workshops at AAA meetings

Other professionals

b. Jobs

What careers involve the interests and skills of social-behavioral majors?

Education

University/college teaching = Ph.D.

Teaching as a Subversive Activity

This course as applied change

Develop as independent thinkers

Better prepare for careers

Research - ethnic learning styles

Social relations - desegregation

Government agencies

Social services - public programs, welfare, etc.

Research - social impact, ethnic relations, etc.

Community service agencies

Health, education, etc. services

Museums, libraries, etc.

Business

International business relations

Research - international marketing

Corporate executives (ATT) - understand **systems**

Media

Public media - documentaries

Interpretation of current events

Self-Employment

Consulting - contract firms (with government agencies)

Services

c. Actual Employment

Survey of 252 graduates in last 5 years (North Carolina study, AN 27:1:28, Jan. 1988):

50% return rate

21% double majors

42% other minors

47% grad. school (31% in Anthropology, 68% in other fields)

47% graduate degrees by 1986 (46% in other fields, 27% MDs)

27% employed full/part-time

26% business

18% teaching

38% with incomes \$10T-\$20T

50% said degree in Anthropology *per se* not important

32% advantage

20% disadvantage

Useful training:

50% Bioanthropology courses

30% Archeology courses

General skills most important

d. Applied Roles

Information - research, education

Involvement - management, implementation of services, etc.

Support

e. Qualifications

Degrees

Experience

General plans for achieving career goals

How can you go about developing yourself and situation for career?

Create your own job

The best job you'll ever have is the one you create for yourself

Whether an existing position or a totally new one

We are limited only by our own imagination, desires, and needs

3. **Applied Skills**

A broad spectrum of skills is needed in applied work:

- Scientific/professional
- Organizational
- Social/interpersonal
- Political
- Personal

Involves:

- Methods
- Contexts/settings
- People

a. Collaboration in Applied Change

NETWORKING

Collaboration:

- One side: Community leaders - affected, change goals, means
- Other side: Professionals - skills for helping achieve goals

A holistic applied **team**:

- Community-professional cooperation
- Inter-ethnic cooperation - emic/etic
- Inter-disciplinary cooperation - social system, change, etc.

Clarification of ROLES and relationships:

- Directive responsibility
- Organization and development
- Implementation

Benefits of collaboration:

- Comprehensive
- Depth and breadth
- Emic-etic balance
- Ethics - community participation, standards

b. Human Relations and Interpersonal Skills

- Group focus - maintain
- Identify/assign tasks - delegate
- Organize/coordinate - maintain cooperation
- Encourage/stimulate
- Deal with stresses/conflicts

c. Conceptual Skills

Integrated/holistic views

Social groups and their contexts

Inter-ethnic relations

Complex society and social institutions

Government, community agencies, education, medicine, etc.

Sociocultural change

PRINCIPLES of change

Applied change

PRINCIPLES of *applied* change

Ideas to ACTIONS

Goal identification

Clear goals

Use in decision-making

Critical thinking

Analyze relationships, influences, vested interests

Identify/synthesize principles that are guiding events

What is the *real* issue/problem?

Evaluate possible outcomes (*prehindsight*)

d. Research Methodologies

Recognition and control of **biases**

Research process:

- Asking valid questions
- Identifying relevant information
- Collection of valid/reliable data
- Data analysis - data checks, patterns, relationships
- Synthesis of grounded interpretations/explanations
- Dissemination of findings (vs. only data-collection)
- Cooperative research - interdisciplinary, interagency, inter-ethnic/community

Ranked valid/reliable methods in policy studies (U. Michigan ISR):

- (1) Observation
- (2) Survey research
- (3) Controlled field experiments
- (4) Clinical case studies
- (5) Historical public documents
- (6) Public opinion polling
- (7) Organizational analysis
- (8) Experimental simulation

Qualitative techniques - participant/observation, life history, etc.

Meanings

Functions

Real - vs. ideal

Quantitative techniques - public surveys, structured obs, etc.

Representativeness

Distribution of traits

Significance/strength of associations

Secondary data

Sources - limitations, uses

Large-scale data

Field research

Relations

Logistics

Time effective methods

Focus groups, etc.

ANALYSIS - know what going to *do* with data collected

Qualitative/quantitative

How far can utilize general large-scale data

Standards

Control of biases

Ethics

ECLECTIC

e. Social Analysis

Social-economic-political setting/environment

"Macroscope"

Vested interests

Institutional *structures* and *processes*

Policy making

Program administration

Community social/behavioral patterns, relationships

f. Communication

Listening

Inter-ethnic

Inter-disciplinary

Inter-agency

Verbal

Fast focus on real issues/facts

vs. false images/interpretations

Effective organization and expression of information/ideas

Writing

Reports, proposals, argumentative statements, etc.

Effective organization and expression of information/ideas

Including *appearance* - "professional"

Public education

Mass media

Social marketing

Training

Image management

g. Management

Goal setting

Comprehensive planning

Organization - people, activities, logistics

Resource development

Personnel - motivation, abilities and limitations, coordinated direction

Evaluation

h. Community Organizing

Contacts

Power

Vested interests

NETWORKING

Building links among contacts

i. Conflict Management

Diplomacy

Mediation

Negotiation

j. Personal Skills

Values

Willingness to take value positions

Control of biases

Balance of idealism/pragmatism

Goals/means

Ethics

Responsibility

Are impacting on people's lives

Personal judgement

Distinguish REAL from *image*

Look before leaping (prehindsight)

* Judge on what **do** (vs. what say)

Diplomacy

Flexibility

Pragmatic idealism in achieving goals

Goal orientation

Task/action oriented

Hardworking

Organized

Initiative

k. Experience

Inter-ethnic experience

Practical institutional experience

Training in related fields

Fieldwork experience

How can **you** acquire these skills?

4. **Training** in Applied Change

How can we develop the skills to be successful in applied change?

a. Goals of Applied Training

Goals?

Opportunities?

Conceptual understanding

Systematic analysis and organization (vs. reinvention)

Efficient/effective development of applied skills

Practical development

Useful skills

b. Trainers

Who can best help us develop the necessary skills?

Practical experience?

Social/behavioral sciences faculty?

Engineering, medicine, etc.?

Students *WILL* enter practical experience!

Issues:

Quality of training?

Socialization - academic or practical models?

Frustration, disillusionment, sense of failure

Poor way to start a career

NOTE

"Applied" often = "we need students"

"Our training *may* be useful"

ADVICE:

Work with *experienced* mentors

What is their *record*?

Several mentors in different fields

Range of experience/skills

Model - *who* do you want to be like?

c. **Applied Training:** Make our OWN training program

Career *goals*?

Can/should be broad, flexible

Skills needed to achieve goals?

Broad, flexible

Means for developing needed skills:

College - an effective/efficient *resource*

Conceptual understandings - but *not* enough by itself

Range of training opportunities

Organized learning -efficiency

Accessible

Cannot provide?

Personality and individual character

Time - stretch out as needed

(1) Double major/minor

(2) Supplemental courses

Select appropriate courses for greater *breadth* and *depth*

Change, applied change

Social organization

Organizational management

Communication, media

Relevant social issues

Family, labor, infant mortality, ethnicity/education, etc.

Foreign language(s)

Cross-cultural experiences

Ethnic/culture areas

Exchange programs - visitor *and* host

Field courses

Independent study courses

Use *every* course to develop knowledge and skills

Term paper projects, etc.

Audit courses

(3) Interdisciplinary breadth

Social-behavioral sciences, ecology, etc.

Eclectic concepts/methods

(4) Supplemental activities

Follow current events (*Christian Science Monitor*, *New York Times*, PBS, etc.)

Reading on social-behavioral perspectives (professional journals, etc.)

Professional societies (student membership, meetings, etc.)

Student groups/activities

(5) Practical experience

Types of experience (best teacher):

- Change issues
- Change agencies
- Community development
- Cross-cultural

Tests our interests, abilities, and limitations

Means:

- Practicum
- Independent study
- Field courses
- Volunteer work
- Travel
- Exchange programs - visitor *and* host

Nonacademic, as well as academic

Use your creative imagination

Train Ourselves !