

Community and family studies – preliminary study notes



**ASSIGN
BUSTER**

CAFS PRELIMINARY EXAM – STUDY NOTES Wellbeing: – Wellbeing is the condition or state of a human being, animal or plant. There are five types of wellbeing... * Physical wellbeing: This is a person's physical condition, including their appearance and their internal health. * Socioemotional wellbeing: Social wellbeing involves a person's relationships with others and how that person communicates, interacts and socialises. Emotional wellbeing relates to a person's state of mind, emotions or mental health. * Economic wellbeing: This concerns the financial situation that a person finds themselves in.

Economic wellbeing (on both a personal level and a community level) is important in maintaining the other areas of wellbeing as most things require money. * Political wellbeing: Politics and the decisions of politicians can impact an individual either positively or negatively. Having a say through voting or protesting can improve a person's political wellbeing. * Spiritual wellbeing: This relates to a person's sense of morals, values and beliefs. A high level of spiritual wellbeing means that the person is able to develop their own sense of the world, without being influenced by society. Needs and Wants: Needs are those things that we require in order to feel part of society and achieve optimal wellbeing. There are three different ways in which you can classify needs... 1) There are two levels of needs. Primary needs are those needs that are essential for survival; for example, air and water. Secondary needs are those we require to achieve optimal wellbeing, but which we don't need in order to survive; for example, housing and education. 2) Needs can be classified into five areas – social, physical, emotional,

cultural, and spiritual. If optimal wellbeing is to be met, an individual must have met all of their needs.

Certain needs will change over time and with different circumstances. 3) Psychologist, Abraham Maslow, developed a theory on how to classify needs and believed that for self-actualisation, or optimal wellbeing, to be achieved a person must satisfy their needs in a particular order. * Physiological (first level): These are the basic necessities for survival; for example, breathing, food, and sleep. * Safety (second level): These relate to a person feeling that they are free from harm and danger, and secure in their day-to-day life; for example, security of employment and security of health. Social (third level): These are met through relationships with others; for example, a sense of belonging and sexual intimacy. * Esteem (fourth level): Examples of esteem needs include a person having high self-esteem and being recognised for their achievements. * Self-actualisation (top level): Maslow describes self-actualisation as a person's need to do what they were "born to do". It is characterised by periods of pleasure. – Wants are those things that we desire. Resources: – A resource is anything an individual or group can use to survive, accomplish a task, or satisfy a need or want.

They are anything that will help a person live their life. – Resources can be classified into various headings: economic, non-economic, human, non-human, formal, and informal. – Resources can also be classified according to their nature: finite, infinite, renewable, and non-renewable. – The availability of and access to a resource may be influenced by an individual's age, disability, education, ethnicity/culture, gender, geographic location, and

socioeconomic status. – Resources can also be interchangeable (that is, one resource can be exchanged for another) and sustainable.

Effective resource management incorporates and utilises both. Values, Standards and Goals: – Values are those things that an individual consider important in life. – Standards are the expectations that people place on themselves. Standards on how to act and behave will be affected by what a person values. – Goals can be... * Short term: Daily or weekly. *

Intermediate: A month or more. * Long term: Short-term and immediate goals must be achieved first in order to reach a long term goal. They usually take a year or more. * Individual * Group Community * Global

Communication: – There are two different types of communication: verbal (spoken, written or sign) and non-verbal (facial expressions, gestures, tone, etc.) – The three basic styles of communication are assertive, aggressive and passive. A person may use a different style depending on the situation and who they are talking to. – Effective communication is achieved through the receiving and sending of messages. Decision-Making: – There are five decision-making styles: impulsive, intuitive, hesitant, confident, and rational. Impulsive decision-making is where a person rushes into decisions without considering the alternatives and their consequences first. – Intuitive decision-making is when a person goes with their “ gut feeling”. – Hesitant decision-making occurs when a person is very indecisiveness to the extent that they sometimes avoid making a decision altogether. – Confident decision-making is where an individual believes in their ability to make good decisions and is independent in their process. – Rational decision-making occurs after a

person gathers the appropriate information and considers all possible outcomes.

Read this – Rational People Make Decisions At The Margin

They avoid letting their emotions influence their choice. – Factors influencing decision-making include an individual's access to resources, their past experiences and personal values, their attitudes to change, and the complexity of the problem. Management Models: – There are three management models. They are... * Planning, organising, implementing and evaluating (POIE) * Plan, do, check, act (PDCA) * Total quality management (TQM): This model is concerned with the performance of all processes in an organisation, and the products and services that are the outcomes of those processes.

It seeks continuous improvement and will involve everyone in the quest for quality. Individual Development: – The eight factors that contribute to an individual's development are... * Self-esteem * Self-confidence * Peer acceptance * Satisfaction of needs * Heredity * Socio-cultural influences * Group belonging * Environment: The environment that initially shapes our development is our home. As we mature, the locations in which we interact will shape our development. Types of Groups: – There are three types of groups... * Primary / secondary Permanent / temporary * Formal / informal Characteristics of a Group Member – There are three main roles that a group member can fill, each with their own variations: task oriented, socioemotional, and destructive. – Task oriented people are goal focused and will help coordinate the group in getting something done. They are well-

<https://assignbuster.com/community-and-family-studies-preliminary-study-notes/>

organised, enthusiastic and motivated; however, they often do not consider the emotional impact on group members. – A task oriented group member can be categorised as a brainstormer or an expert. Socioemotional group members provide support to everyone and attempt to keep the group interactions harmonious. – Socioemotional roles include the peacekeeper (maintains calm within the group), the encourager (fosters group participation), the advocate (willing to represent other people and their ideas), and the mediator (intervenes between parties in a dispute). – A destructive group member interferes with group processes and is only present for personal gain. – There are two destructive roles, the victim (doesn't actively participate in the group) and the distractor (interrupts productiveness).

Norms, Conformity and Cohesiveness: – Norms are rules or standards that help control behaviour and performance. Groups benefit from having mutually accepted norms as they bring regularity and control. – Conformity is the idea of following social standards and expectations. Conformity to the group's norms allows the individual to feel that they belong to the group. – Cohesiveness is the extent to which group members can work together, respectfully and cooperatively. Leadership: – Leadership means having the ability to lead a group of people towards a common goal. Leadership can either be: assumed (a person undertakes the responsibility of a leader, without being formally appointed, and the rest of the group take it for granted) or negotiated (the leader is appointed through an organised discussion or consultation process). – There are six types of leadership style: task-oriented versus people-oriented, autocratic, collaborative/shared,

laissez-faire, transformational and cultural. – Task-oriented leadership concentrates on getting the job done; while people-oriented leaders focus on supporting and developing the people in the group in order to complete the task. Autocratic leadership exerts a high level of power over the group and are task-oriented. This is effective in situations where a decision has to be made quickly, there is already sufficient information and the group members have limited skills or knowledge in the area (eg. a natural disaster). – Collaborative/shared leadership is people-oriented. This type of leader seeks consultation and advice from all members of the group in order to make decisions. – Laissez-faire is French for “leave it be”. This type of leader is one who would give the group a set of instructions but no guidance on how to achieve or complete the task. Transformational leaders inspire their group by instilling faith in each member and developing each person’s skill level, while encouraging cohesive group decision making. They are highly interactive in group activities and committed to the group’s outcomes. – Cultural leadership takes into account the different histories, values and traditions of all members of the group. – An effective leader is one who can take on different leadership styles at different times. Influences on leadership styles include...

- * Nature of the group: This refers to the size, age and type of the group.
- * Type of task Nature of the decisions: Refers to the fundamental or essential qualities that need to be considered when making a choice or judgment about something. Two of the most important factors that must be considered are whether the decision is easy or complex, and how much time has been given to reach the decision.
- * Gender expectations: Society’s perceptions of what is “masculine” and what is “feminine” has influenced which person is chosen for a certain leadership role; for example,

<https://assignbuster.com/community-and-family-studies-preliminary-study-notes/>

women are expected to be successful in jobs such as nursing, where people skills and nurturing are required.

However, now, women and men do not simply adopt a style of leadership based on what is expected of them. * Experience of the leader: An inexperienced leader may make mistakes when taking charge of a group for the first time. As a person gains more skills, knowledge and confidence in the leadership position, they will have a greater understanding of which leadership style to adopt and when. * Culture: Refers to the ideas, customs and traditions of a particular group of people. A leader might find it hard to create change within a group, so might need to adopt a leadership style that embraces the culture of the group.

Leadership and Management Roles: – Leadership is one’s ability to guide a group towards a common goal; management is more concerned with the processes of the group, or how things are done. A manager is someone who plans and administers a group’s activities. – A group needs both a leader and a manager. They are interdependent; that is, they rely on each other in order for a group to achieve its goals. Communication in Groups: – Communication is the exchange of messages in order to interact. A communication network is an avenue or system through which information is transferred. There are four types of formal communication networks: wheel, chain, circle, and channel. – In the wheel network, group members send and receive information to and from a central “ focus person”. The focus person also does most of the decision making o behalf of the group. – The chain network is formed when information is sent back and forth via a “ chain of command”-type process. – The circle network involves the group members
<https://assignbuster.com/community-and-family-studies-preliminary-study-notes/>

communicating with those on either side of them in the “ circle”. – The channel network is a collaborative approach, where all group members can communicate freely with each other. There is one type of informal communication networks: the organisational grapevine. Power: – Power is a person’s ability to do something or get something done. There are five types of power bases: legitimate, reward, coercive, referent and expert. – A legitimate power base is power that is associated with being in a particular position. – Reward based power is when an individual has the ability to give rewards, therefore supporting and encouraging the performance and productivity of the group. – A coercive power base is when an individual has the power to get people to do what they want by using persuasion, threats or feelings of guilt. A referent power base is based on an individual’s position or status. Other people want to identify with them due to their appearance, talent, their likeability, their charm, or the way they conduct themselves. – An expert power base is established by a person who has great knowledge, experience, skills or training. Conflict: – There are six causes of conflict: incompatible goals, ineffective communication, individual differences / personality, varying values, multiple role expectations (this leads to conflict when a person’s role expectations are not clearly explained to all involved), and limited resources. There are three forces of conflict: constructive, disruptive, and destructive. – Constructive conflict is when conflict arises and is dealt with effectively, benefiting the group. – Disruptive conflict is that which is ineffectively dealt with, leading to tension amongst the group and damaged relationships. – Destructive conflict is conflict that isn’t dealt with effectively. If conflict isn’t identified, managed or is ignored, it may escalate to the point that the group breaks down. Resolution and Management of <https://assignbuster.com/community-and-family-studies-preliminary-study-notes/>

Conflict – Processes: There are three different ways to resolve or manage conflict: negotiation, mediation, and agreement. – Negotiation involves discussing the conflict and cooperating to reach an agreement or settlement. – Mediation is reconciling through an impartial third party. – Agreement is the settlement of the conflict by reaching an arrangement. It eradicates all conflict. – The outcomes of the strategies can be either win-win, win-lose, or lose-lose. – The four approaches to conflict resolution are... * Assertive: Solving a problem with constructive strategies. Cooperative: Involves parties working together, democratically. * Passive: Addressing the problem submissively. * Aggressive: Destructive approach. Stages of the Lifespan: – There are seven stages of the lifespan, each with their own individual needs... * Infancy: 0-2 years * Childhood: 2-12 years * Adolescence: 12-18 years * Young adulthood: 18-35 years * Middle adulthood: 35-65 years * Aged: 65+ * Pregnancy: Average age of mother, in 2006, was 30.7 years. Child Development: – There are six areas in which a child must develop... * Physical development: This is the growth and maturation process in the body.

It also involves the child's motor development (gross and fine), which is the ability to move their body in a controlled manner. * Intellectual and cognitive development: This is where a child learns to assemble and organise information about the world around them. It includes the development of creativity, imagination, memory skills, language skills and the understanding of concepts. * Social development: From birth a child is constantly surrounded by their family; by 2-4 years, they have learnt the social skills required to belong to a group outside the family structure. Emotional

development: Begins to become self-aware. * Cultural development: Many families try to retain a variety of customs and values from their country of origin. * Spiritual development: This is the development of a conscience and the ability to differentiate between right and wrong, and to act accordingly. It also includes developing a way of thinking or living that may be guided by a higher power, or by personal fulfilment. Socialisation: – This is the process in which an individual develops the behaviours that are expected by society. There are two types: primary (within the immediate family) and secondary (outside the family). Family: – The ABS defines the family as two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage, adoption, step or fostering and who are usually resident in the same household. – There are ten different family structures... * Nuclear: This family consists of a married couple with at least one child. * Communal: This is formed when a number of adults and children, not related, choose to live together as one family. Blended: This is created when two families come together to make one family. * Extended: This is where other relatives live in the same home with a nuclear family. * Same-sex * Defacto: This is where the couple are not legally married, but have lived together for at least 12 months, making them a legally recognised couple. * Childless * Sole parent * Adoptive: There are three different types of adoption – within Australia, inter-country and with a child known to the family. * Foster: This is where there might be no biological link between the mother and child, but they live as a family for a temporary period.

Family Functions: – There are seven functions that a family must meet... * Physical * Emotional * Social * Economic * Cultural * Moral, spiritual, religious

* Adaptive Family Life Cycle: - There are three stages of the family life cycle.

- The beginning stage begins when a relationship is formed. This is a time of relationship building and decision-making.
- The expanding stage is where the couple has children. It continues while the children are still living in the family home.
- The contracting stage occurs when the children become independent and move out of the family home.

At this stage, the children begin their own family life cycle. Family Adjustment and Adaption Response (FAAR) - The FAAR model looks at how a family responds to a stressor, or crisis / change. - It consists of two phases: the adjustment phase and the adaption phase. - The adjustment phase concerns how the family initially balances the demands of the change. It looks at what strains have come into their life and what resources they use to adjust to them. - The adaption phase looks at how the family, over a period of time, adapts to the crisis and returns to a routine / sense of normality.

There are two levels of this phase: restructuring (the family has an awareness that changes need to occur) and consolidation (the family implements a solution to the problem and resolves the issue). The Nature of Change: - Change can be categorised into three areas... * Internal / external * Planned / unplanned * Permanent / temporary. - The three causes of change for communities are work and employment patterns, crisis or trauma, and demographics. Changes in Community: - A community is a group of people that come together for three main reasons... * Geographical location Common interests * Other reasons, such as education, employment, or a crisis. - There are four levels of communities. Each has different roles

<https://assignbuster.com/community-and-family-studies-preliminary-study-notes/>

and jurisdictions, which are outlined within the Australia constitution. * Local * State * National * Global Decision Making: – The roles of individuals and groups differ, depending on the individual(s), their needs and the problem at hand. – The four decision making processes are arbitration, consensus (involves negotiation and mediation), elections and voting, and a referendum. There are three influences on decision-making: legislation (directs what an individual should do), the environment, and lobbying (informs the government of any community concerns, ideas or information).

Support Networks: – There are two types of support networks: formal and informal. – Formal networks are those organisations and groups that are external to the individual or family. – Informal networks, on the other hand, refer to family and friends who provide unofficial assistance. Theorists on Socialisation: Urie Bronfenbrenner – Believes that the interactions between a child and their family are the main focus of human development. – Eric Erikson – Was interested in the link between imaginative play and the emotions. – Jean Piaget – Work is based on how thinking develops through four stages: sensori-motor, developing operations, concrete operations, formal operations. – Christopher Green – Studies parenting and managing the behaviour of children. – Maurice Balson – An expert in child development and behaviour management.