# Analysing context: factors and concerns

## Factors

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| *Factor* | *Notes* |
| Material | *Characteristics of the physical space and the tools and objects that the actors have access to.* |
| **Mohammad Musallem**  Has an ‘office’ – a converted garage attached to the house, which also contains a small workshop area for updating computer hardware. It is an ideal place for study – when he is in there no-one will disturb him or enter. Nevertheless, study time is sometimes limited by family concerns. |  |
| **Sally Baines**  Sally ‘works from home’ all the time, and has a large, dedicated office. The computer, however, is regarded by one of the cats as being his personal property, and he will only allow Sally to use it if she has paid attention to him first. |  |
| **Jose Martinez**  Jose uses the school library for most of his study; making notes and references all the time he has free. At home, he writes up his notes on a laptop once the family have all retired to bed. |  |
| Social | *Organisational structure, grouping of and relationships between various actors, conventions and norms* |
| **Mohammad Musallem**  Mohammad spends a lot of time with his family or at the local mosque. When he starts to study and becomes involved with his subject he will lose track of time and end up working long after the family have gone to sleep – ‘just one more paragraph’ is a phrase spoken daily. Because Mohammad enjoys learning new things, there are always piles or stacks of books in every room, the ‘office’ in particular – not just text books or technical reports, but every sort of book imaginable. |  |
| **Sally Baines**  Socially, Sally has few factors to keep her from study; her sister sometimes visits on Saturday with her children, which disrupts the weekend, but generally the dog and cats are happy to curl up with her while she reads a book or writes a report. The daily dog walk routine often involves stopping for coffee with a fellow dog-walker, but this is not just a social break, as the coffee is usually taken with a dog owner who is studying marketing, so advice and help are free-flowing both ways. |  |
| **Jose Martinez**  Jose is very busy – family take up any ‘spare’ time, and lesson planning, creating schemes of work, updating lessons, running after school activities and helping out at the local youth centre take the rest. Study is largely early mornings, lunchtime, and late afternoon, all in the school library. In addition to all of the activities that he already takes part in, Jose wants to progress in his career and become head teacher, and this means extra time attending parent meetings, teacher conferences, short training courses (when available), and making himself available as a ‘stand-in’ if the head is unavailable. |  |
| Intentional | *Beliefs, desires, motivations, expectations, and mental or emotional barriers of individual actors.* |
| **Mohammad Musallem**  “Will find the time, Insha’Allah” to study, and to learn more and to progress. So far this has been the case, with little or no delay in the plans he has made, although he feels that he is behind his target for getting work published. He regularly sends work to HR journals regarding his ideas and suggestions, but so far these have not actually been printed. He has recently been asked to provide a chapter for a forthcoming book on HR practices, and hopes that this will be the start of a long run of published work. |  |
| **Sally Baines**  Is too hard on herself; the reason her book is only half finished is because she is never satisfied that the work is good enough for inclusion, despite her articles being well received by other professionals. Worries a little about her level of membership, and half believes that it is holding her back – a fellowship would boost her confidence and she would probably find the book finished and published before the end of the year! |  |
| **Jose Martinez**  Jose has a drive to progress in his profession and is determined that nothing will prevent it from happening. He obtained his fellowship at a remarkably young age, and sees no reason why he should not become a head teacher within the next few years. He strongly believes that the only limitations to any persons career are self-imposed, and his enormous self-confidence and self-belief has actually made him popular with other staff at the school, particularly those who are new to the job and still learning the basics. |  |

## Concerns

### Mohammad Musallem: Associate

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| *Concerns* | *Notes* |
| **Time**. Although Mohammad strongly believes that Allah will provide the time for him, he is also aware that the human frame is weak, and does not live forever. |  |
| **Perceptions of others**. Mohammad is not happy when people ascribe some worldly reason to an act of generosity or kindness, and will not accept it at face value. |  |

### Sally Baines: Member

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| *Concerns* | *Notes* |
| **Public recognition**. Of her work, not herself. Although an acknowledged expert, Sally always has doubts about the quality of her work, and is unsure whether to include it in the book. |  |
| **Presentations**. The aspect of her job that Sally dislikes the most is; having to stand in front of a group of total strangers and tell them why their company is likely to fail unless they act now, and which risks should have been avoided. |  |

### Jose Martinez: Fellow

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| *Concerns* | *Notes* |
| **Failure.** Although Jose believes that he will succeed in becoming head teacher, his one basic fear is a fear of failure – what happens if he does not become head? |  |
| **Ethnic Bias.** Jose is worried that he may be denied the position of head teacher in a Spanish school because of his Catalan roots. |  |