

Friendships of Adolescence

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It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. (Rowling, 1999, 306)

Friendship is a critical relationship throughout the life course. Adolescence marks the period when peer interactions increases in depth and sophistication. Friendship is generally defined as a voluntary, dyadic relationship between two individuals that includes a reciprocal companionship where peers engage in mutual shared activities. A distinct feature that sets friendship apart from other relationships is that this bond is typically egalitarian in nature, unlike those with parents and sibling(s). In some cases, friends are chosen because they are dominant figures and/or role models. Close friendships during the teen years are particularly formative because they provide the context for learning the intimate relationship skills necessary to establish ties with people outside of the family.

Adolescence is a time of cognitive growth and increased independence and autonomy from parents. Close friendships become increasingly significant and involve more intimacy than past associations (Buhrmester, 1990; Crossno, 2000). Parental support remains relevant throughout adolescence (Bagwell and Schmidt, 2013; Flynn, Felmlee, and Conger, 2017; Way, 2013); however, youth spend more time with their friends and seek peer validation and advice now more than previously in their childhood (Bagwell and Schmidt, 2013; Buhrmester, 1990; Way, 2013). Social support from friends has significant and positive effects on well-being, including life satisfaction, happiness, self-esteem, and coping with stress. Friendship provides a buffer against bullying and victimization from other peers.

Adolescents without friends are vulnerable to loneliness, depression, and anxiety. They are more likely to drop out of school, commit suicide, become teen parents or gang members, and use drugs (e.g., see Farris and Felmlee, 2011; Lanza, Callessen, and Bukowski 2013).

Features of Friendship

Similarity is a powerful predictor of adolescent friendship formation. Evidence indicates that individuals are more likely to become friends with those who are like them in demographic factors such as ethnicity, religion, and family background. Adolescent friends are comparable in physical attractiveness and social status levels. Teens choose friends who are similar in both prosocial and antisocial tendencies such as drug and alcohol use and delinquency. In other words, youth who use drugs choose friends who also use drugs.

Same-Sex

Gender differences exist in adolescent friendships. Adolescent girls express more positive feelings within their friendships and have higher levels of friendship quality compared with adolescent boys. Boys tend to define friendship based on shared activities and status, whereas girls characterize friendship in more intimate and expressive terms, such as emotional discussions. However, younger and early adolescent boys also value intimate, close friendships. As teen boys reach later adolescence, they become increasingly distrustful and less connected (see Way, 2013). Gender socialization theory suggests expectations for behavior and norms shape interaction and identity such that girls are encouraged to value interconnectedness and co-operation more highly than boys and that youth reinforce and reconstruct gender stereotypes in their peer friendships. These gender stereotypes shape perceptions of acceptable behavior, particularly for boys in later

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Moral Emotion, Moral Cognition, and (Im)Moral Behavior in the Workplace Peixu He, Hongdan Zhao, Cuiling Jiang, Chuangang Shen, 2023-09-27 Moral behavior is subject to socially accepted moral norms and also has a pervasive influence on organizational performance With the emergence of ethical issues found in organizations practitioners and scholars pay increasing attention to ethics management Therefore workplace moral behavior e g pro social behavior and organizational citizenship behavior OCB and immoral behavior e g interpersonal abusive behavior deviant counterproductive behavior and unethical pro organizational behavior have also received substantial research interests over the past decades To date the most common framework used to study moral behavior has been the cognitive approach with abundant evidence demonstrating that emotion and cognition are the two core elements in generating and influencing workplace im moral behavior However limited studies have been conducted to explore the emotional cognitive processes or integrative moral emotion cognition system relevant to workplace moral behavior Despite our knowledge of the antecedents and consequences of workplace im moral behaviors more research on the generating mechanism influencing mechanism transformation mechanism and governance strategies is needed For example it is unclear how exhibiting im moral behavior in the workplace would impact the actor s and the third party observer s emotions thoughts feelings and subsequent behavior Besides the

question of whether ethical unethical leader behavior would trigger a trickle down effect is underdeveloped which refers to the fact that how the behavior or perception of the top leaders affects employees from top to bottom along the formal vertical power chain In addition we have little knowledge on when how and why the ethical employees the so called good soldiers would engage in workplace immoral behavior and vice versa **Research Report** ,1986 *Official Report of Debates, House of Commons Canada*. Parliament. House of Commons,1920 **Official Reports of the Debates of the House of Commons of the Dominion of Canada** Canada. Parliament. House of Commons,1920 Who We Like, Why We Like Them, and What We Do with Them Letty Cottin Pogrebin,1988 *House of Commons Debates, Official Report* Canada. Parliament. House of Commons,1920 *Social Work Research in the Human Services* Henry Wechsler,Helen Z. Reinhertz,Donald D. Dobbin,1981 **International Journal of Religious Education** ,1924 **The Journal of the Chemical, Metallurgical & Mining Society of South Africa** ,1914 **Journal of the South African Institute of Mining and Metallurgy** South African Institute of Mining and Metallurgy,1914 **Annual Report of the Trustees of the State Institute for the Study of Malignant Disease** Roswell Park Memorial Institute,1912 *Report of the International Congress of Women Held in Toronto, Canada, June 24th-30th, 1909 ,1910* *Multicultural Friendship Stories and Activities for Children Ages 5-14* Patricia Roberts,1998-02-12 All children can benefit from building new friendships and repairing old ones For the librarian teacher or parent who wishes to foster compassionate multicultural relationships between and among children this manual offers help It includes an annotated bibliography of children s books that contain characters of different cultural heritages who display friendship with others For each book listed Roberts highlights the heritage of the book s main character s the age levels for which it is intended and includes detailed plans materials to use objectives activities and discussion questions The stories and accompanying activities will help children build associations with others understand the value of support groups and recognize the value of friendships Sample lessons from selected books show educators and parents how such literature can be used to help children develop friendship skills Children s books are categorized by family friendships neighborhood and community friendships and world friendships Contains a broad sampling of quality picture books for children ages 5 8 as well as books without pictures for children ages 9 14 **The Spirit of Missions** ,1928 Includes the proceedings of the annual meeting of the Society **Forth** ,1928 **Illinois Technograph** ,1921 *Journal of the Society of Chemical Industry* Society of Chemical Industry (Great Britain),1930 **Monthly Bulletin** Municipal Employes Society of Chicago,1925

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