IOP1601PERSONALITY IN THE WORK CONTEXT

Format IOP101M: May/June 2010 examination
Details of the examination paper are as follows:
Duration: 2 hours
Composition: 80 multiple choice questions
Total marks: 80 marks (will be converted to a percentage)

Scope of the IOP16101Oct/Nov 2011 examination
RELEVANT CHAPTERS FOR B & T (2009):
13, 14, 16, 17, 18, 19 and 20.
Chapters 15, 21 and 22 WILL NOT be
included in your Oct/Nov 2011 examination.

THE NATURE OF PERSONALITY AND FUNDAMENTAL ASSUMPTIONS IN PERSONALITY STUDY

Chapter 13

What is the nature of personality and why is it important?
•Name and discuss the main characteristics of different approaches to personality in the work context

•Define personality and its related concepts

•Discuss the determinants of personality development

•Explain the different dimensions and domains of personality and human behaviour

•Describe assumptions and controversies, determinants and research on personality

•Explain how personality research can be utilised in the work context.

Foundation of personality

Personality

•Most important discipline for the study of:
−Human nature
−Individual differences
−Similarities

•Between and within individuals and groups in the workplace

•Human resource management and development, competency models of personnel assessment for selection, promotion training and performance appraisals –based on various aspects of personality.

Personality theories

•Provide the constructs or meaning concepts, methods application, etc to explain, describe, predict and influence human behaviour in various life roles.

Psychodynamic theories

•Psychoanalytic theories –founded by Sigmund Freud

•Clinical approach originating from studies of mental illness

•Also called Depth psychology based on the fact that the structure of personality is determined by unconscious factors

•Structures of personality are unconscious

•People are mostly unaware of their behaviour

•Early childhood development is formative and more significant than development in adult life

•Personality remains stable across time and situations.

Behaviorist or learning theories

•Personality characterized by acquired, observable behavior or responses, expectations and thoughts as learned and rewarded

•People's environment and circumstances are dominant influences on what they become

•Personality develops as certain behaviors occur and are rewarded

•As people are continuously learning, personality is not as stable

•Individual differences result from different learning experiences/ influences

•Behaviorist theories depend on objective, observable experimental and other observable techniques.

Trait and type theories

•Human behavior characterized by enduring and consistent attributes and patterns of behavior

•Traits viewed as neuro-psychic structures existing inside person, motivate behavior and are distinguishable in and between people

•Traits can be measured by many psychometric instruments

•Trait theories contributed most to:

- Classification of personality into integrated traits and type models
- A holistic view of personality as well as the application of personality across many domains of psychology
- Classification of and measurement of individual differences assessed by use of objective instruments.

Cognitive and social-cognitive theory

•People are rational and thinking

•People form own personality and destiny by using cognitive powers and knowledge to create and change cognitive construct and schemas

•People act according to their acquired thinking or knowledge of the world

•Personality not consistent as cognitive constructs change

•Individual differences exist due to different constructs

•Relational schema –self-image of relationships and interaction with other people

•Social-cognitive theory –emphasises that specific psychologically important situations have different influences on different individuals.

Biological and evolutionary perspectives

•Behaviour primarily determined by genetic and neurological factors

•Personality traits and behavior are viewed as a function of transfer from generation to generation

•Personality is quite stable in people and across time

•Individual differences exist as a result of differences in temperament –acquired through inheritance and social survival behaviours and strategies.

Psychosocial theories

•Self as core dimension of personality and personality development

•Dominant role of interpersonal, social factors and other people in personality development

•Social context of personality strongly emphasised

•Psychosocial approach strongly emphasised in cultural and socio-cultural psychological perspectives

•Researchers utilise more qualitative types of enquiry –discourse or narrative analysis

•All human behaviour and ideas about behaviour are part of social reality and people's interpretation of social realities

•People have stories relating to all aspect of their lives

•Stories may differ even though event may be similar

•Language and discourse are powerful determinants in shaping worldviews.

African and Asian perspectives

•Psychology and personality not separated from world-view

•Less emphasis on the individual

•More emphasis collectivistic and holistic nature of things

•Person's identity is closely related to cultural and communal identity

•Basic natural ingredient of human personality is spiritual

•From before birth the guiding spirit is developed and preserved

•Cultural experiences are aimed at unifying possible opposing forces between the individual, society and spiritual world

•Often use metaphors to tell stories.

Foundation of personality

Personology

•Scientific study of consistent and repetitive behaviour patterns

•In both unique and universal aspects

•It is the what/how/why of people and their behaviour

•A reciprocal relationship exists between personality and occupational behavior

Evaluation criteria for personality theories

•Comprehensiveness

•Simplicity

•Empirical support

Integrated cultural-trait psychology

•Reciprocal relation between culture and personality

•Heritability and cross-cultural comparability

•Consistency and uniqueness of personality structure

•Predictive validity personality traits.

Defining personality and related concepts

Allport •Dynamic organisation within the individual of psychophysical systems that determine characteristic behaviour and thought

Meyer •Constantly changing but nevertheless relatively stable organisation of all physical, psychological and spiritual of the individual's characteristics

Mischel •Distinctive patterns of behaviour characterising each person's adaptation life situations

Schultz and Schultz •Unique, relatively enduring internal and external aspects of a person's character influencing behaviour in different situations.

Cattell •What people will do/think/say when placed in specific situation

Child •More or less stable, internal factors making one person's behaviour consistent across, and different from, the behaviour other people would manifest in comparable situations

Weiten •Personality refers to an individual's unique collection of consistent behavioural traits

Eastern and African •Emphasise differences less and rather stress the collective nature of personality.

Sullivan •Relatively enduring patterns of recurrent interpersonal situation which characterise a human life

Neff •Work personality is autonomous from other aspects of personality

Individuality or individual differences

•May include all personal and personality factors which distinguish people from each other

•Mostly expressed and measured in terms of cognitive and non cognitive traits.

Dimensions of personality

•Most theories have fundamental view of humankind

•Describe central ideas and main assumptions

Allport •People as unique individuals with unique personality traits and purposeful behaviours

Freud •People motivated by internal biological & unconscious forces which are often in conflict with societal norms

Kelly •People exist in the world by cognitively forming and adapting their own personal constructs

Rogers •People as basically good and positive and able to realise their potential to be fully functioning persons.

Structure of personality

•Basic building blocks which constitute personality and how they are organized

Motivation of personality

•Why people behave in a particular manner and what motivates, energises or directs behaviour

Personality development

•Growth, maturation and expansion of and in personality, and influencing factors.

Personality adjustment

•Psychological or mental health and maladjustment/illness

Cattell •Stress understanding of normal behaviour in diagnosis and understanding of abnormal behavior

Rogers •People as basically good and positive and able to realise their potential to be fully functioning persons

Freud •Coupled psychopathology with traumatic past experiences, conflicts of structures and defence mechanism.

Assessment and research method

Clinical approach
•Subjective

•Qualitative analyses of the individual.

Statistical approach
•Objective

•Quantitative analysis of the individual.

Assumptions and controversies about personality

•Knowability vs unknowability of human nature

•Whole vs part explanation of personality

•Determinism vs causation in making predictions

•Cause vs relationship of personality and behaviour

•Nature vs nurture

•Idiographic (emphasis on individuality) vs homothetic (emphasis on general laws).

PERSONALITY IN UNCONSCIOUS PROCESSES
Chapter 14

Learning outcomes to keep in mind whilst studying this chapter
What are the main contributions of psychoanalysis and why is it important?
•Describe background of the psychodynamic perspective

•Name and discuss the basic assumptions of the psychodynamic perspective

•Describe the structure, development, motivation and adjustment of personality according to the psychodynamic perspectives

•Describe the main contributions and criticism of psychoanalysis.

Psychodynamic assumptions

•Personality seen as dynamic set of processes

•Processes sometimes work in harmony, sometimes against each other but are never passive

•Competing pressures within personality conflict with each other

•Conflicts which take place among the elements of personality are often unconscious

•The basic drive is sexual (life instinct), supplemented by aggression (death instinct), and has its foundations in the biology of the individual

•Individual's history is important in determining contemporary behaviour

•Mental health depends on balance of forces in one's life

•The defence mechanisms of the ego protect an individual from psychological harm.

Structure of personality

The id
•Pleasure principle

•Seeks immediate gratification

•Contains instincts –life (libido) and death drives

The ego
•Reality principle
•Evaluative agent –selects behaviour with less pain

The superego
•Morality principle
•Suppresses pleasurable demands of the id

•Two subsystems:
−Conscience which punishes
−Ego ideal which rewards.

Freud's psychosexual development

Fixation
•Being "stranded" in the tasks of a previous psychosexual stage

Oedipus complex
•A male child's unconscious desire to possess the opposite-sex parent and simultaneously dispose of the same-sex parent

Electra complex
•A female child's unconscious desire to possess the opposite-sex parent and simultaneously dispose of the same-sex parent

Womb envy
•Both sexes envious of each other.

Jung's five archetypes Persona
•Mask presented by person to the world

Anima
•Feminine part of men

Animus
•Masculine part of women

Shadow
•Similar to Freud's id
•Consists of biological instincts
•Source of immoral and passionate impulses

Self
•Most important archetype, holds all others together
•Represents striving for a whole and integrated personality.

Motivation

Jung
•Archetypical influences
•Psychic energy
　　　−Directed at other achievements, not only homeostasis (future directed)
•Self-actualization
•Causal-teleological principle

Adler
•Creative self

Fromm
•Organic and non-organic drives
−Organic –animal-like instincts
−Non-organic –distinguish human from animals.

Personality adjustment:
The healthy personality

Freud •Well adjusted person

Adler •Inferiority and superiority complex and sibling rivalry

Fromm •Productive frame of orientation

Jung •Emergence of self through individuation.

Personality adjustment:
Psychopathology

Freud's 3 forms of anxiety

•Reality anxiety
−Experienced in face of real danger

•Neurotic anxiety
−Experienced when id impulses are in conflict with the ego

•Moral anxiety
−Represent conflict between ego and superego.

Personality adjustment
Freud's concept of transference

•Positive transference –affectionate feelings towards therapist

•Negative transference –expression of hostile feeling towards therapist

Erickson •Sense of identity

Rank •Birth trauma/separation anxiety

Horney •Neurosis/basic anxiety

Fromm   •Non-productive person

           •Receptive orientation

           •Exploitative orientation

           •Hoarding orientation

           •Marketing orientation.

PERSONALITY RECOGNISED IN TRAITS

Chapter 16

What are the main contributions of trait theory and why is trait theory important in psychology?

•Identify and describe themes of trait theory

•Name and discuss the main assumptions of the trait theory

•Describe the structure, development, motivation and adjustment of personality according to trait theories

•Explain what you understand psychological adjustment to be

•Discuss the aspect of consistency in personality.

What are traits?

• **Distinctive traits or personality characteristics** that can more or less be consistent or enduring behaviour patterns in people, across time and situations.

• **Study of traits is essential** in the aiding understanding of individual differences indicating;

- characteristics
- internal dispositions
- observable behaviours
- thoughts and feelings

Trait or factor or dimensional approach

• Largely responsible for qualifying psychology as a science

• Contribution in development of objective or psychometric tests

 Nomothetic approach

• Establishment of general laws of human behaviour

• Emphasis on similarities and differences between people

Idiographic approach

• Identification of unique traits in each person

• Emphasis on the individual.

Main trait assumptions

• Personality consists of traits which are more or less **enduring** characteristics which people have

• Traits are **consistent** or stable, can change over time & situations

• Trait are tendencies or a **predisposition** to act in a particular way

• People's traits might be **similar** in some respects

• Each individual has a unique **disposition**

• Traits are affected by **genetics**, **learning**, **culture** and situational **experiences**.

Personality defined as traits
Allport's definition recognizes that personality …

•Is determined by **interaction** of **biological** and **psychological** processes

•Is an **organised whole** consisting of interdependent **physical**, **cognitive**and **psychosocial** aspects

•Develops, **grows** and **changes** as individual **learns** and **matures** (personality is **dynamic**)

•Is **expressed differently** from time to time

•**Motivates** and **directs** behaviour through **psychological** systems

•Provides characteristic unique attributes, thoughts and behaviours that influence **adaptation**.

Traits

•Utilise **specific attributes** to describe and explain characteristic ways of **behaving**, **thinking**, **feeling** and **doing**

•Traits are inherited and represent **learned potential** or **predispositions**, which direct and **motivate behaviour** and give **structure** to personality

•Combination of traits can lead to a **profile**, **type** or **style description**

•Scores of **personality questionnaires** may be integrated using **statistical techniques** in order to present types (conflict management style, leadership style, etc).

Types of traits

General or common traits
•Personality test scores used to compare these

•Acquired through environmental learning

•Common to all or most people in a specific culture

•Neuroticism, ambitiousness, friendliness, intelligence, extra -and introversion, masculinity and gregariousness

Source traits
•Similar to Allport's common traits
•Underlie and determine other traits
•e.g. 16 PF

Surface traits
•Clusters of less-overt responses or behaviour (sociable –carefree, friendly).

Unique traits

Personal dispositions
•Underlying real and unique neurophysiological structure in each trait

•Central personal dispositions –each person's uniqueness manifested

•Secondary personal disposition –manifest in a particular situation

Central traits
•Fundamental underlying and motivational structures

Cardinal traits
•Very pervasive, strong & persistent characteristics in some people

−Authoritarian, competitive, ambitious, possessive, perfectionistic

Secondary traits
•Less overt, not generalised but can be very specific e.g. food preferences.

Traits in personality development

Proprium (Like ego, self in other theories)
•Unifying **core** or most personal and important aspect of personality

Allport's propriate striving (expression of self-concept)
•Functional autonomy
−When behaviour acquired for a specific reason is persisted with, even when the original motive no longer applies (study to further development)

Propriate functional autonomy
•People select motives that they like and which suit their self concepts (proprium)

Preservative functional autonomy
•Behaviour which is dependent on habits, addictions and automatic responses.

Traits in personality development

Cattell
•Dynamic traits
  • Attitudes (interests, emotions and behaviour towards things)
  • Ergs (basic permanent innate energy of all behaviour-drive/instinct)
  • Sentiments (learned dynamic traits that direct & motivate behaviour)
  •
•Fluid general intelligence -largely inherited

•Principle of subsidisation –mutually subordinate

Murray
•Underlying needs –primary biological, secondary psychological

•Needs aroused by cognitive & emotional motives and environmental influences (press).

McClelland
•Need for achievement (desire to excel, perform well in tasks, overcome obstacles and improve performance)

Traits consistency
•Across time and situations vital in predicting behavior

Consistency via trait consistency in people
•Stability and consistency in personality in persons across time, situations and cultures

Consistency within and across situations (situationism)
•Person's perception of event influences behavior

Consistency from person-situation interaction (interactionism)
•Assertiveness in work vs in sport
•Consider effects of person, situation and behavior

PERSONALITY THROUGH SELF EXPERIENCES

Chapter 17

What are the main contributions of humanism and why is it important in psychology?

•Identify and describe themes of humanist psychology

•Name and discuss the main assumptions of humanism

•Define self concept

•Describe the development of self

•Discuss the motivation factors in becoming a person

•Describe the optimality and deficiencies in being.

Humanistic View Defined

This perspective engages with the *subjective e*and *unique* experiences of each person that *give meaning to life*. Necessary paradigm used to understand how people form their self-images, perceptions of others and of the world from their own subjective experiences. Philosophical ideas: Phenomenology Existentialism.

The Value of Humanistic perspective
•Important in IOP to assess and facilitate optimal functioning, well-being and job redesign to make work more meaningful

•Valuable in understanding the self

•Shows that most forms of human behaviour involves some form of self-reflection to evaluate or confirm self-perceptions

•Interactions such as interviews, therapy and group facilitation are richer due to the emphasis on human dignity and growth.

Background to humanistic view
•Views being a person or having a **sense of self** as a **continual rational process**

•Each person has their own **perception of reality**

•Uniqueness of each person's **context**

•Also called the **third force,** (vs. psychoanalytical & behavioural)

•View personality from an **optimistic point** of view compared to Freud's determinism and behaviourism

•Humanists are a reaction to **existentialism's** emphasis on **despair in life**

•Made up of **various theories**

•Main concern is that people are seen as **intrinsically good**

•Reality seen as how each person exist in the **"here and now"**

Main assumptions of humanistic approach
•Subjective or phenomenological experien
ces
−How people subjectively interpret events and phenomena

−Focus: Self-experience

•Uniqueness of each individual
−People's experiences are unique as well as subjective

•Personality as a Gestalt or holistic phenomenon
−Consider the person and behaviour as a whole or in totality

−Personality is an integrated whole

•Intrinsic goodness, potential and self-actualisation of people

−Belief in people's intrinsic ability to grow toward healthy adjustment

•Free will or self determination

−People have the ability to be in control of what happens in their lives.

Self-concept: The integrating personality structure

Rogers –self or ego psychologist
•Concept of self central

•Comprises three premises

1. Phenomenological field
•Represents all experiences, perceptions and meanings attached to objects or events outside the person

•Or internal experiences and meanings about the person's own self

2.The organism
•Refers to the total psychophysical individual or person

•Person's desire and focus is to satisfy own needs

3. The self
•Refers to individual's perceptions of themselves as a result of their phenomenological field experiences.

<u>Terminology of the self-concept</u>
•Self concept consistency or patterned experiential knowledge of the self
-Pattern of enduring behaviour, consistent across time and situations

•Self-awareness in adults is reflecting on self-conscious emotions

•Self-guides and self-monitoring refers to cognitive sensitivity and "self-standards" for acceptable behaviour –self-regulation to ensure self-control

•Self-verification & -enhancement –agreement between info from environment and self-perceptions

•Self-assessment & self-esteem –whether one regards oneself as good or bad or able to do things well. This influences various aspects of self-perception.

<u>Terminology of the self-concept</u>
•Self-schemas used to describe the self –consists of attributes people cognitively attach to themselves (pretty, intelligent)

•Self-concepts are flexible –environment and experiences –different selves –family, work, social

•Self-concept may denote self-identity –who one is, being a person & belonging somewhere – Erikson's stages, one personality, many self-concepts

•Self-efficacy
−Conviction that one can successfully engage in productive behaviour

•Constructs (Kelly)
−Cognitive self-representation which people use to define social and interpersonal relationships

•Constructive alternative
−Meaning of things can always change.

Self-concept
•Connotations

•Self as integrative force in personality (attitudes, feelings & perceptions)

•Self as director and motivator of behavior

•Sources of ideas and perceptions about self

•True knowledge of self

•Persons understanding of what others may think

•Wishes to be a certain way

•Various aspects of self, others and environment

Development and maintenance of self
•The ongoing process of self-concept formation and development center's on the physical, intellectual and psychosocial spheres of human behaviour.

•Kelly's construct systems (meaning system)

•Progressive process

Roger's theory
•An inherent capacity for growth towards self-actualisation
  • Organismic survival values
  • Positive regard

•Unconditional positive regard leads to development

•Conditional positive regard –accepted with conditions.

Motivational forces in becoming a person
• Finding meaning in life

•Will to meaning/self-transcendence (strongest motivational force)

•Frankl's creative, experiential and attitude values

Needs and self actualisation
•Maslow's self-esteem and actualisers

•Rogers' self actualisation

•Transcendent self actualisers (Mother Theresa)

•Peak experiences

•Job-characteristics model

Free will as perceived self-control
•Freedom of choice and the sense of being in control

•Learned helplessness and self-handicapping behaviours

•Fears of success and failure.

Terminology of humanistic approach
•Fully functioning person

•Optimality

•The congruency of self-perception and experience

•Perceptual distortion

•Positive thinking

•Pathogenic

•Resilience

•Salutogenetic paradigm

•Fortigenesis

•Alienation

•Roger's client centred therapy.

PERSONALITY THROUGH KNOWLEDGE CONSTRUCTIONS

Chapter 18

What is cognitive theory and why is it important?

•Explain the background to the cognitive view of human nature

•Name and discussion the main assumptions of the cognitive theory

•Describe the structure, development, motivation and adjustment of personality according to the cognitive theories

•Describe the main contributions and criticism of cognitive theories

•The relationship between cognitive theory and motivation

•Explain the cognitive perspective to psychological health.

Cognitive Psychology defined

•Cognitive psychology explores...

•How people in their relationships with the world, like to;

- Be active
- Explore
- Manipulate
- Control
- Create
- Accomplish things

•Answers the questions:

- How is knowledge acquired? (Perception & Learning)
- How is knowledge retained? (Memory)
- How is knowledge used? (Thinking, reasoning, problem-solving, decision-making)
- What form is it represented in internally? (Episodic or Semantic memory)

View of human nature and background

Cognition (George Kelly)
• Entails process of knowing

Constructs
• Hypothesis or filters of viewing the world

• Construct predict future situation

• Both psychologists and the people they study act as scientists

• People constantly develop and test hypotheses

• Process of knowing not just an element of personality but is entire personality.

Main assumptions
• To understand human behaviour, processing of information is vital

• Life consists of continuous process of making decisions

• People are active gatherers of information relevant to making decision

• Human behaviour is intrinsically goal-directed or self-regulated

• Use of concepts to explain how people make sense of the world
− Schema describe how people perceive, organise and interpret information.

Cognitive interpretation of psychological concepts
•Cognitive and the behaviourist/learning perspective
−S-R modified to S-P-R (focus on process, rejects passive theory)

•Cognitive and psychoanalysis
−Explanation of transference similar

•Cognitive and concepts

−**Self-construct** –core roles, core constructs and peripheral constructs

−**Basic motivating forces** –interpret current events to anticipate future cognitive dissonance, equity theory, needs to maintain unity or self consistency

−**The unconscious** –preverbal, submerged, suspended constructs

−**Defence mechanism** –identification, resistance, reaction formation.

Structure of personality

Constructive alternativism
•Unique interpretation of world based on own constructs

•Different perception of objective reality

•Behaviour is not totally determined

Mischel's five person variables
•Construction competencies (knowledge & skill)

•Encoding strategies (perceive & group events)

•Expectancies (occurrence in situation)

•Goals and subjective values

•Self control systems and plans (rules to regulate behaviour)

Structure of personality: More terms of cognitive theory
•Meaning structures (explain why people experience events differently, changes over time)

•Perceptualisation (schemas, interpret info)

•Images, plans and schemata

•Multimodal behaviour therapy –**BASIC-ID**

- **B**   **Behaviour**
- **A**   **Affect**
- **S**   **Sensation**
- **I**   **Imagery**
- **C**   **Cognition**
- **I**   **Interpersonal relationships**
- **D**   **Drugs.**

Personal construct theory
•Developed by **George Kelly**

•Viewed structure of personality in terms of personal construct or templates of reality

•Construct constantly tested against reality

•May be retained, modified or rejected

Types of constructs proposed by Kelly

•Pre-emptive construct
−Prohibits its elements from belonging to any other range (ethnic labelling)

•Constellatory construct
−Determine ways in which other constructs apply to its elements (stereotype)

•Propositional construct
−Leaves its elements open to propositional constructs (flexible)

The fundamental postulate: Kelly's corollaries

Construction
•Replication of events (similarities in repeated events)

Individuality
•Different interpretations of events/constructs

Organisation
•Relationships between events/constructs

Dichotomy
•Bipolar number of constructs (two opposite poles)

Choice
•Freedom of choice.
−Clarify own constructs
−Search out new ones

Range
•Finite range –all events applicable to construct

Experience
•Exposure to new events, new info, flexible to change

Modulation
•Adaptation to new experience

Fragmentation
•Allows contradictions and competition between constructs

Commonality
•Similarities amongst people in explaining events (culture formation)
Sociality
•Explains interpersonal relationships (mutual understanding, i.e. spouses)

Development of personality
•Constructs are formed throughout person's history and life

•Role Construct Repertory (Rep) test –how the world is interpreted

•Permits revelation of constructs
−A person notes similarities and differences between three significant people (James and Sarah are friendly, John is rude)

−Notes opposites of the construct identified (James and Sarah are sympathetic, John is not, thus; sympathetic vs sarcastic)

•Repertory grid method
−Used to obtain change in organizations

•Cognitive complexity
−Ability to perceive differences between oneself and others

Cognition and motivation

• Knowledge
− Engine of performance

• Motivation
− Energy of performance

• Creativity
− Ability to first think loosely then tighten the construct

• Implication of motivational theory
− Individuals strive toward improvement of self-efficacy: push control and decision-making down in hierarchy

− Performance-review systems: sensitive to motivational issues

• Cognitive resource theory
− A leader's cognitive ability contributes to the performance of the team only when the leader's approach is through directive behaviour

• Cognitive modifiability in SA context (potential vs skills)
− Cognitive principles applied to new situations after coaching.

Psychological health

Psychological adjustment
•Constructs tested against reality logically

•C-P-C cycle
−Circumspection –Several constructs used to interpret situation considered

−Pre-emption –Single construct decided upon

−Control or choice –Pole of construct chosen that will improve prediction

Psychological maladjustment
•Rigid or invalid constructs unable to predict future events and lack of control

•Miller –Abnormal behaviour
−The result of two incompatible plans
−Anxiety when neither one can be abandoned

Emotions
•Guilt -self dislodged from core role ("who I am")

•Threat –widespread changes in core constructs

•Anxiety –inability to anticipate future

•Hostility –holding on to invalid construct while facing contradiction

•Aggression –place oneself in situation requiring decision

•Love (Lecky) –reaction to someone already assimilated, supports self

•Pleasure (Lecky) –mastering new experiences

Ellis rational emotive therapy (RET) –A-B-C theory-elaboration

- A   Activation event (see spider)
- B   Belief system (spiders are dangerous)
- C   Cause (anxiety)

PSYCHOLOGICAL WELL-BEING

Chapter 19

What are the main contributions of studies in psychological well-being and why are they important?

•Discuss the conceptualization of pathogenic and well-being

•Explain the conceptualization of health and well-being

•Discuss directions of research for studying well-being

•Describe constructs used to describe well-being

•Explain implications for assessment and diagnosis of well-being

•Elaborate of the implication for health promotion in organisations.

Conceptualisation of health and well-being

Strength paradigm
•Emphasizes the well being of people, their intrinsic potential to grow and to be in control

Well-being and health
•Actual physical, mental, emotional or psychological health of individuals

Optimum health
•State of complete physical, mental and social well-being

Wellness
•Integrated state of functioning for maximising an individual's potential

Positive psychology
•The study and facilitation of optimum human functioning.

Subjective well-being
•Emotional or affective well-being
−Positive and negative affect
−E.g. Happiness and life satisfaction

•Positive psychological and social functioning
−E.g. Measures of self acceptance and personal growth

Six facets of psychological well-being
1. Self acceptance
2. Personal growth
3. Purpose in life
4. Environmental mastery
5. Autonomy
6. Positive relations with others.

Subjective or **psychological well-being (mental health)** is a person's perceptions and evaluations of his/her own life in terms of his/her general state of well-being.

Five facets of social well-being
1. Social acceptance
2. Social actualization
3. Social coherence
4. Social integration
5. Social contribution

Self determination model
•Three innate, essential and universal psychological needs:

1. Relatedness
2. Competence
3. Autonomy.

Role of positive emotions in subjective well-being

Positive emotion
•Brief positive reaction to a personally meaningful event

•Include emotions like feeling of well-being, happiness, joy, interest, etc

Broad-and-build theory
•Positive emotions and affect broaden people's reactions

•Allow building of resources dealing with contextual situation

•This result in thought-action tendency

Undoing hypothesis
•Positive emotions help both body and mind regain send of flexibility and equilibrium

•Cognitive broadening, cognitive flexibility

3 variable contributing to positive emotions •Humour, optimism and gratitude

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Employee well-being

Positive emotionality
•Personality traits which form superstructure of positive emotional experiences

•Person's perceptions and evaluations of own life in terms of own general state of well-being

Emotional or affective well-being

•Individual's evaluation of own happiness & life satisfaction

Wheel of wellness

•Explores lifespan wellness and prevention

Holistic employee wellness model

•Contributes towards a clearer understanding of the concept of employee well-being.

Salutogenesis

•Antonovsky's approach to stress and illness

•Exploring origins of health and well-being

General resistance resource

•Any characteristics of person, group, subculture or society which facilitate avoidance or combating of a variety of stressors

Strumpfer's application of salutogenesis

•Health-disease continuum

•Stress not inherently bad

•The need to study deviant cases

Six salutogenic constructs

•Sense of coherence, locus of control, self-efficacy, hardiness, potency and learned resourcefulness.

Sense of coherence
•Comprehensibility, manageability, meaningfulness

Locus of control
•Internal and external

Self-efficacy
•Personal judgment of own ability

Hardiness
•Commitment to activity at hand

•Having control over life events

•Seeing change as opportunity not threat.

Potency
•Person's enduring confidence in own capabilities due to previous successes

Learned resourcefulness
•Behaviours used to control own behaviour
−Regressive

−Reformative self-control

−Experiential self-control

Coping
•Anticipatory coping

•Proactive coping.

Positive psychology:3 broad dimensions

Subjective level
  •Positive psychology entails:
    −Subjective experiences

    −Positive emotions

Individual level
•The study of positive and individual traits **Group or organizational level**

•Entails the development, creation and maintenance of positive institutions which encourage development.

Historical and philosophical foundations of positive psychology

Contributions to well-being concepts

- **Maslow** –Motivation and personality
- **Roger** –Fully functioning person
- **Frankl** –Strive for meaning and purpose
- **Adler** –Striving for superiority
- **Jung** –Individuation and self realisation
- **Allport** –Mature personality
- **Werner** –Orthogenetic development principle
- **Rotter** –Locus of control
- **Bandura** –Self efficacy
- **Rosenbaum & Ben-Ari** –Learned resourcefulness.

Constructs used to describe well-being

Happiness
•Eudaimonic happiness or good life

•Presence of pleasure and absence of pain

•Pleasurable life –simple hedonic pleasure subjectively experience by an individual

Hope and optimism
•Person's future-mindedness and orientation about successful outcomes of endeavours.

Virtues
•Virtues are core human characteristics

•Character strengths –distinguishable routes

•Enabling themes –allow for development

•Signature strengths –individuals use daily

•6 Virtues
- Wisdom
- Courage
- Humanity
- Justice
- Temperance
- Transcendence.

Implications for health promotion within organizations

•Proposed of a bidirectional causal relationship between employee well-being and positive outcomes of business
−Productivity enhances feelings of well-being AND well-being enhances productivity

•Low levels of well-being impacts financial health and profitability

•Financial cost includes
- Costs associated with lost productivity, absenteeism and turnover
- Indirect cost of workplace accidents
- Medical aid costs
- Law suit costs.

•Shift in thinking –reducing illness to promoting subjective well-being
−How can we enhance and develop an employee's existing strengths?

Qualities of positive work environments

- Opportunity for personal control
- Opportunity for skill use
- Reasonable externally generated goals
- Variety
- Environmental clarity
- Availability of money
- Physical security
- Opportunity for interpersonal contact
- Valued social position
- Supportive supervision.

I-O psychologists should remain involved in developing and enhancing these aspects of organization in order to enhance job satisfaction and organizational effectiveness.

PSYCHOLOGICAL DISORDERS AND WORK ADJUSTMENTS

Chapter 20

What are the main contributions of studies in psychological disorders and work-adjustments and why are they important?

•Define psychological health

•Discuss the explanations for psychological adjustment and maladjustment

•Describe diagnostic systems for psychological disorders

•Describe types of (classification) psychological disorders

•Discuss culture-bound syndromes.

Occupational psychological well-being

Psychopathology
•The study of causes, characteristics and treatment of psychological disorders in individuals and groups

Psychological maladjustment at work
•Employee's behaviours, emotions, attitudes and thoughts that impair work performance

Work dysfunction
•Includes symptoms of, but not necessarily completely diagnosed, psychological disorders or syndromes

Occupational well-being
•Includes group, managerial and organisational phenomena and other work-related problems.

Occupational psychological well-being (defined)

Psychological health
•Refers to thoughts, perceptions, feelings, attitudes and behaviours that might affect personal effectiveness and happiness, and impair behaviour

Work adjustment
•Refers to occupational well-being

•A process of development in which the individual progressively learns a productive role or attitude which will eventually characterise the work personality.

Explanations for psychological adjustment and maladjustment

Do psychologists study and manage illness or wellness?
•Psychopathology (and work maladjustment) focuses on illness

•Positive psychology emphasises development of health/wellness

•Balance achieved through using these approaches in a supplementary manner

Psychological and other theoretical explanations
•Range from animist (supernatural forces) explanations to scientific psychological theories

•Cultural emphasis

•Explanations include both general and unique with regard to biological and genetic factors evolutionary explanations, learned behaviours etc

Person-environment fit models

•Similar to job-characteristics model

•Employee-organisation congruent.

Stress models

•**Acute stress** –sudden onset of event

•**Chronic stress** –long duration

•**Stressors**–causes or stimuli for stress reaction

•**Hassle-and-uplifts** approach –stress may arise from daily hassles and uplifts

•Assessment and study of effect of stressors –examines **life changes** and event occurring in people's lives

•Social Readjustment Rating Scale
−Objective method for measuring cumulative stress.

Stress refers to the physical and psychological reaction of people to the adjustment or coping demands of stressors.

Socio-cultural perspective

•Seek the **causes of psychological disorders** in social and cultural stressors

•In **psychology theory and practice** attempts are made to integrate sound cultural explanations in the classification of disorders

•**Movement for indigenous psychologies** emphasise the need to indigenise existing and new psychological knowledge.
Psychological disorders

•Classifications of psychopathology syndromes as practiced worldwide including in South Africa (APA 1994)

•Diagnostic Statistical Manual of Mental Disorders (DSM-IV-TM)

Diagnostic statistical manual (DSM)

- **Axis I**–Any clinical disorder, related clinical conditions
- **Axis II**–Personal disorder and mental retardation
- **Axis III**–Possible general medical and physical problems
- **Axis IV**–Psychosocial and environmental problems
- **Axis V**–Global assessment of general functioning.

Psychological disorders
•Immune system

•Adjustment disorders
−Stress reactions to adverse life-events

•Psychological factors and physical disorders (Psycho-physiological disorders)
−Manifestation of physical symptoms as a result of psychological stress and negative emotions.

General adaptation syndrome (GAS)

1ˢᵗ phase (alarm-and-mobilization phase)
•Preparation to counteract stress and its effects

2ndphase (resistance phase)
 •Rate of adaptive reactions increases as the endocrine system comes into operation

3rdphase (exhaustion and disintegration phase)
 •Sustained stress exceeds individual's capacity for physical and psychological adaptation.

General Adaptation Syndrome (GAS) explains how individuals react physically and psychologically to acute and chronic stress-over short term and over even longer periods.

Anxiety disorders (neurosis)

•Are **less-serious psychological disorders** when compared with **psychoses**

•Characterised by **consciously experiencing** undefined anxiety and panic

•Characterised by **unsuccessful and misplaced attempts** to control the anxiety

•**Feelings and intensity** can vary from acute feelings of panic to more chronic anxiety

•**Secondary symptoms** include tension, depression, anguish, insomnia, irritation, stomach ulcers and cardiovascular problems.

•**Manifestations of anxiety**
  ● Physical features
  ● Anxious social behaviours
  ● Cognitive symptoms

Types of anxiety disorders

•**Generalised anxiety disorders (GAD)**
−Chronic protracted conditions characterised by repeated episodes of intense, undefined or free floating anxiety

•**Obsessive-compulsive disorders**
−Characterised by obsessive thoughts, ideas, feelings and action usually irrational which an is individual unable to control

•**Post-traumatic stress disorder (PTSD)**
−Immediately after or some time after an intense traumatically acute or chronic stressor

•**Other types of panic and phobic disorders.**

Personality disorders

•Also called **character** or **social** disorders

•Characterised by rigid and poorly acquired patterns of behaviour

•Often observable during childhood and adolescence

•Affected persons often experience their deviance as an integral part of themselves.

Eccentric behavior

•Paranoid

•Schizoid

•Schizo-typical

Dramatic, emotional or erratic behaviour

•Narcissistic personality

•Antisocial personality or psychopath

•Histrionic personality

•Borderline personality

Anxious behaviour

•Obsessive-compulsive personality

•Avoidant personality

•Dependent personality.

Mood disorders and suicide

Postpartum depression
•Depression experienced by mothers after child birth

Major depressive disorder

•Persistent and recurrent episodes of sadness and depression without any occurrence or history of manic or elated mood states

Dysthymic depressive disorder

•Mild but persistent form of depression

•Bipolar affective or manic depressive disorder

•Mild but persistent form of depression

 Cyclothymic depressive disorder

•Continuous mood disturbances with numerous fluctuations.

Mood disorders are characterised by disorders of emotions and moods which disturb physical, social, cognitive and perceptual functioning.

Dissociative disorders

Dissociative identity disorder (multiple personality)
•Characterised by a person assuming several totally different and independent personalities

Dissociative amnesia
•Involves loss of memory for shorter or longer periods

Dissociative fugue
•Memory loss is linked with a "flight reaction" to new environments

Depersonalisation disorder
•Related to multiple personality
•Detachment from own identity and body.

Dissociative disorders occur when the afflicted person experiences loss of memory and conscious life.

Somatic disorders

Hypochondriasis
•Complaints of numerous physical diseases and fear diseases

Other somatising disorders
•Characterised by complaints of, and treatments for, many physical pains and illnesses over long periods of time
−Example: "Factitious disorders" –deliberately fabricating and lying about diseases

Conversion disorders (hysteria)
•Involve patterns of behaviour indicating apparent physical dysfunction or loss of control over physical functions without underlying organic pathology.

Somatic disorders refer to patterns of behaviour where individuals complains of physical symptoms without proof organic cause.

Schizophrenia (functional psychosis)
•Refers to complex clinical conditions which can develop in various ways

Types
- Paranoid schizophrenia
- Catatonic schizophrenia
- Hebephrenic schizophrenia or disorganized schizophrenia
- Simple schizophrenia
- Process schizophrenia
- Reactive schizophrenia may have sudden onset

Type I schizophrenia
•"**Positive**" symptoms

Type II schizophrenia
•"**Negative**" symptoms.

Other psychotic disorders
•Delusional disorder
−Although similar to paranoid schizophrenia in some ways, it is a separate disorder

•Hallucination (as a purely clinical condition –rare)
−An inaccurate observation without the existence of the corresponding stimulus

•Cognitive disorders and disorders related to age

•Eating and sleeping disorders

•Disorders involving gender and sexuality

•Abnormal behaviour in childhood and adolescence

•Culture-bound syndromes.

Work dysfunctions and organisational health

•Disturbances in the capacity to work

•Patterns of under-commitment

•Patterns of over-commitment

•Work-related anxiety, fears and depression

•Personality and behavioural dysfunctions at work

•Work and non-work conflicts

•Career-development problems

•Organisational health

•Other work-related problems.

Promoting and managing well-being at work

Job characteristics model

•Positive performance and well-being outcomes will result if employee experiences aspects like meaningfulness, responsibility and feedback

Demand (control) model

•Work and jobs must be designed to minimise high job demand, which causes high strain employees

Demands and resources model

•Work impediments minimised, demands or requirements are appropriate, and employees have internal and external resources available to provide optimal work

The risk management model

•Emphasises the minimisation of psychosocial risk factors on the job or workplace

The preventive-health-management model

•Emphasises some form of prevention to minimise the effects of work stress.

<u>Employee assistance programmes</u>

•Focus on the holistic approach to well-being

•Comprehensive programmes promote health at three levels:

- Organisational (management involvement and support)
- Environmental (physical hygiene factors)
- individual & group (attitudes, lifestyles, behaviours etc.)

•In-house programmes

•Health promotion activities

•Seven levels of client needs

•Coping and self control behaviours

•Crisis and trauma management.