



# PSYCHOLOGY IN SOCIETY

Only study guide for

## PYC1502

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PRETORIA**

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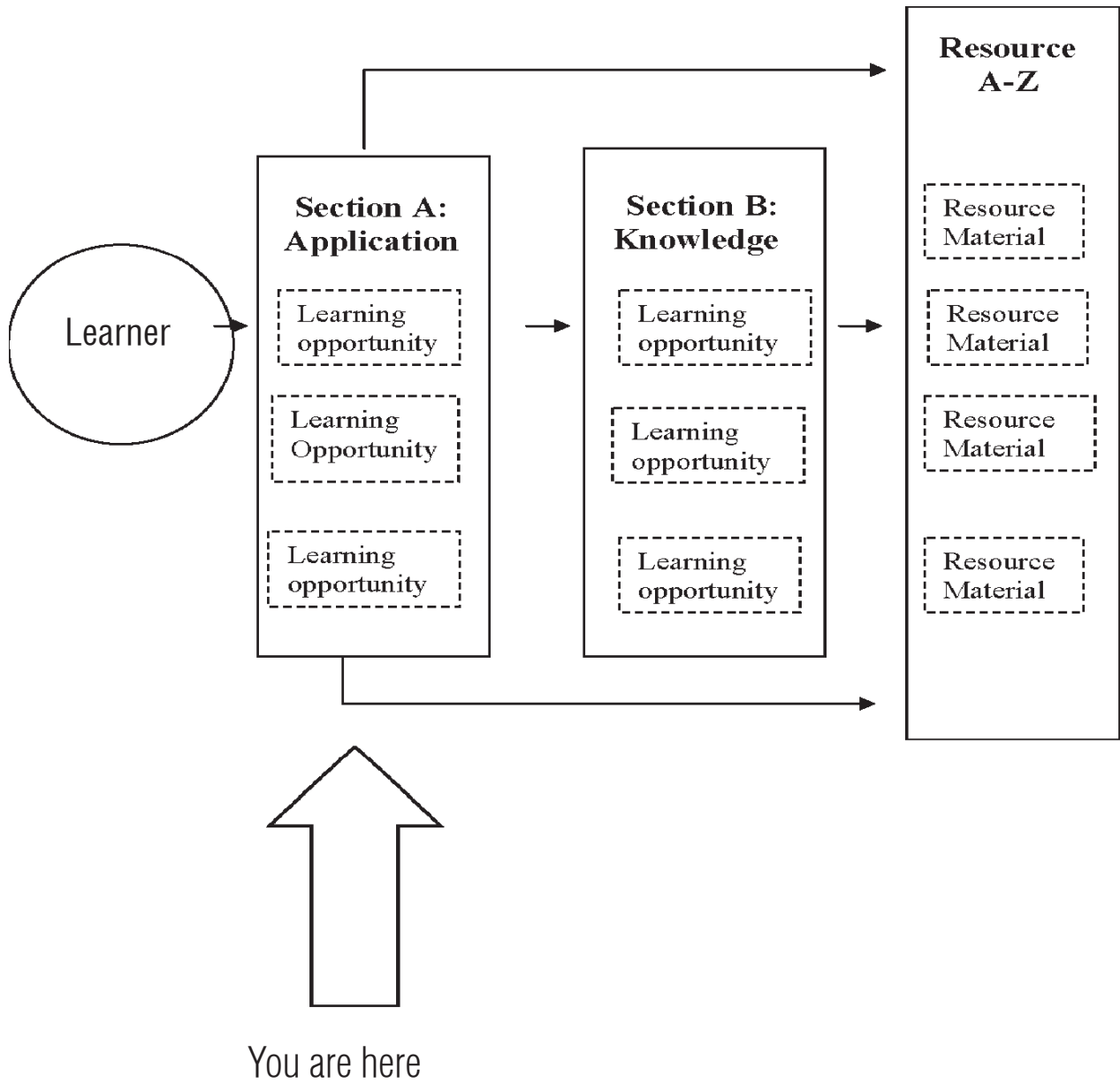
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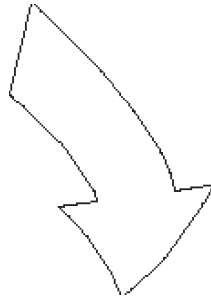
WORKBOOK-Style

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# Begin here



## Learning opportunities in Section A

- These learning opportunities are practical projects
- The purpose of these projects is to learn basic information skills in psychology

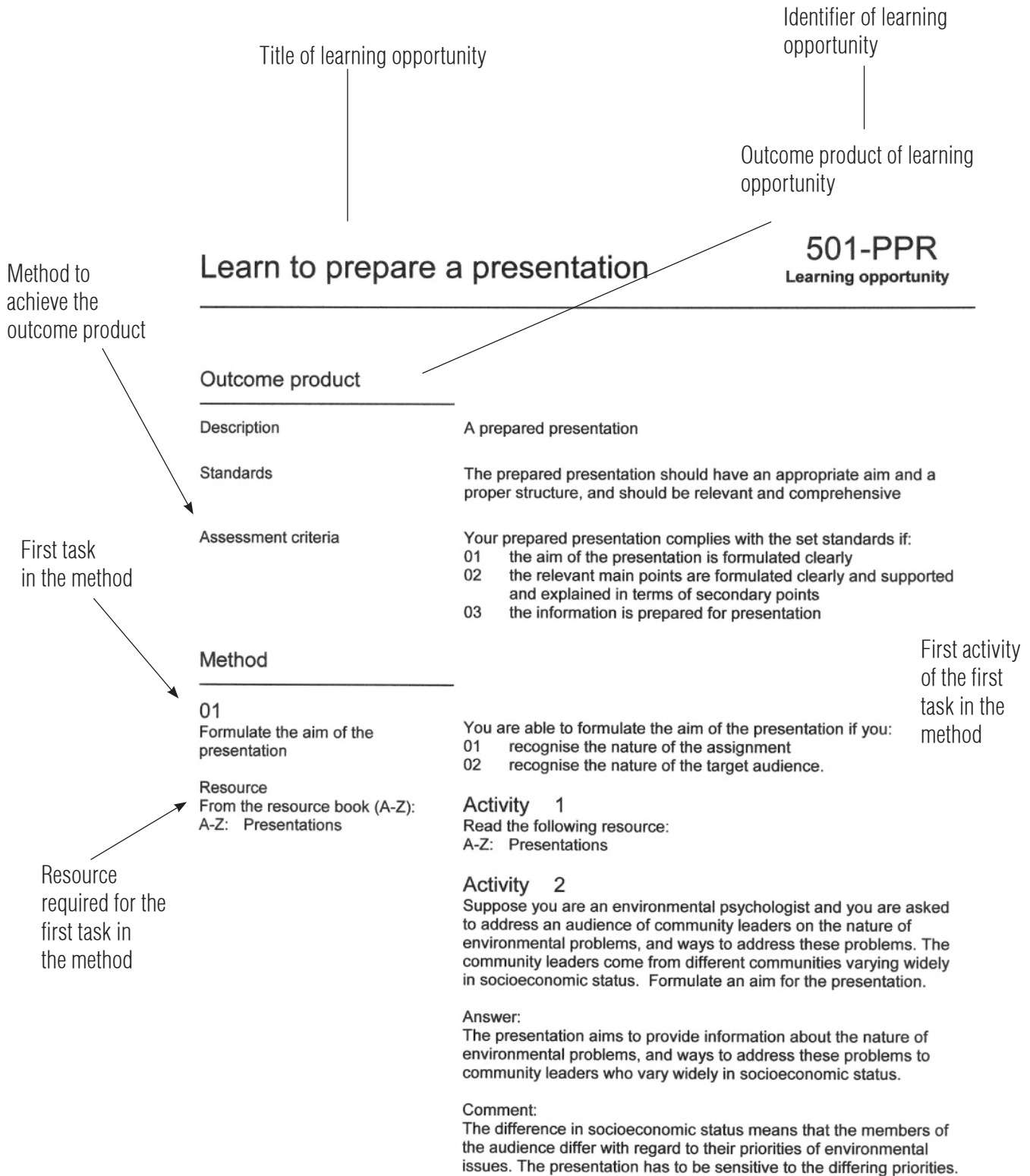
## Learning opportunities in Section B

- These learning opportunities are learning exercises
- The purpose of these exercises is to help you explore and study psychological content
- You need to understand the psychological content in order to complete the projects in section A

## Resource material in the prescribed book (A-Z)

- The resource materials are the content you need to know and understand
- The purpose of the content is to help you gain basic knowledge of psychological topics and methods

# The layout of a learning opportunity



# Study programme

The study programme for section A of this module appears in the table below. The table lists six projects that you have to complete. The projects are learning opportunities. The table indicates the order in which you have to complete the learning opportunities. In addition the table indicates the estimated time required to complete each of these learning opportunities. A schedule for completing the learning opportunities is provided in the last column.

Sec A	Learning Opportunity	Task	Time (hours)
1	LO A1502-HCW	Learn how the course works	2
2	LO A1502-CFS	Learn to chart a field of study	3
3	LO A1502-PPR	Learn to prepare a presentation	10
4	LO A1502-POP	Learn to provide an expert opinion	10
5	LO A1502-DPP	Learn to develop a psychological programme	40
6	LO A1502-DRP	Learn to research a psychological topic	30

## PLEASE NOTE

- Do the learning opportunities in the indicated sequence that is from 1 to 6.
- You have to start with Learning Opportunity A1502-HCW.
- Use the study programme. The study programme indicates the sequence in which the learning opportunities should be executed.
- These learning opportunities are the projects you have to complete for this module. They are self-study units designed to help you develop basic skills and knowledge in psychology. They are comprehensive and require a substantial amount of time to complete.
- Each of these learning opportunities (projects) has references to further learning opportunities (in section B) of study guide (SG PYC1502) and to relevant resource material (in Tutorial Letter 101 and in the resource book (A–Z)). The further learning opportunities in section B of the study guide are designed to help you explore relevant fields of information to improve your knowledge of psychology. You will have to also complete this learning opportunities for this module.
- Please **do not** submit any of these learning opportunities in section A and section B as assignments for evaluation. Assignments and a mock examination paper are provided separately. The assignments should be submitted for evaluation. The mock examination paper is for self-evaluation purposes and provides an indication of the kind of questions you can expect in the examination. The mock examination paper should not be submitted for evaluation.





## A1502–HCW Learning opportunity

# Learn how to study this module

## OUTCOME PRODUCT

### Description

Each learning opportunity has one or more outcomes. The reason for studying this learning opportunity is to learn how this module works. In other words, through completing this learning opportunity you should gain knowledge of the design of this module as well as the instructional approach used in this module to teach psychology.

### Standards

The outcome of a learning opportunity should adhere to particular standards. The outcome of this learning opportunity is your knowledge about the module's design and instructional approach. Your knowledge about the module's design and instructional approach conforms to the required standards if your knowledge is *relevant* and *sufficient*.

### Assessment criteria

You have to use assessment criteria to determine whether you have achieved the required outcomes and whether your outcomes conform to the required standards. Your knowledge of the module's design and instructional approach conforms to the required standards if you know enough (that is, if you have sufficient knowledge) about the module's design and instructional approach (that is, if your knowledge is relevant to the topic in question). Your knowledge is relevant and sufficient if:

- 01 the nature of the components of the module is indicated
- 02 the nature of learning opportunities is indicated
- 03 the nature of the learning process that is required in this module is indicated.

# METHOD

## Tasks

You have to use a method to produce the outcomes required by the learning opportunity. The method consists of one or more tasks. The present learning opportunity has three tasks, namely to:

- indicate the nature of the module components
- indicate the nature of a learning opportunity
- indicate the nature of the module learning process.

## Task outcomes

The outcomes of the learning opportunity are broken down into more specific task outcomes. The task outcomes are achieved by carrying out appropriate activities.

## Task resources

Each task lists the resources required for the task's activities.

## 01

Indicate the nature of the module components.

You are able to indicate the components of the module if you:

- 01 recognise the various module components
- 02 recognise the nature of each component
- 03 recognise the links between components.

### Activity 1

Resource

From Tutorial Letter 101:  
Module components

1. Note the following abbreviations:

TL for tutorial letter  
LO for learning opportunity  
A–Z for the prescribed resource text  
SG for the study guide

2. Use TL 101. This tutorial letter contains a number of pages. Each page has a unique title.
3. Find the resource indicated by the title "Module components". Locating the resource is not difficult because the resources are arranged alphabetically in terms of the resource titles.
4. Read the following resource:  
TL 101: Module components

### Activity 2

Make a list of the various module components.

Write down your own answer before you look at the answer given below.

### Answer

1. Administrative component, consisting of:  
TL 101
2. Assessment component, consisting of:  
TL 102 and TL 201
3. Instructional component, consisting of:  
Study Guide PYC1502/1 (which consist of Section A and Section B) and a prescribed book (A–Z)

### Activity 3

Here are the various resource materials that form part of the study package:

1. TL 101
2. TL 102
3. TL 201
4. TL 202
5. SG A1502
6. SG B1502

Pair the study material with an appropriate description. Here are the descriptions:

- (a) This study material informs learners about administrative processes and procedures regarding their studies
- (b) This study material contains learning opportunities
- (c) This study material contains examples of examination questions
- (d) This study material helps learners to develop application skills in psychology
- (e) This study material tells learners how to contact the university
- (f) This study material provides feedback on assignment questions
- (g) This study material contains methods for exploring topics in psychology
- (h) This study material contains assignment questions

Give your own answer before you look at the answer provided below. Answer:

1. TL 101: a, e
2. TL 102: h
3. TL 201: f
4. TL 202: c, f
5. SG A1502: b, d
6. SG B1502: b, g

## 02

Indicate the nature of learning opportunities

You are able to indicate the nature of learning opportunities if you:

- 01 recognise the various components of a learning opportunity
- 02 recognise the nature of the components of a learning opportunity.

Resource  
From Tutorial Letter 101:  
Module learning  
opportunity

## Activity 1

Read the following resource:

TL 101: Module learning opportunity

## Activity 2

List the various components of a learning opportunity.

## Activity 3

What is the unique identifier of the learning opportunity that you are currently using? How would you refer to this learning opportunity?

Answer:

Unique identifier is: A 1502-HCW

Full reference is: LO A 1502-HCW

## Activity 4

What is the outcome product of the learning opportunity that you are currently executing?

Answer

Relevant and comprehensive knowledge of the design and instructional approach of the module.

## Activity 5

How would you know that your knowledge of the design and instructional approach of the module is comprehensive and relevant?

Answer

1. the nature of the module components is indicated
2. the nature of learning opportunities is indicated
3. the nature of the learning process in the module is indicated.

## Activity 6

Describe the method for producing the outcome product of this module.

## Answer

The method consists of three tasks, namely

Task 1: Indicate the nature of the module components

Task 2: Indicate the nature of learning opportunities

Task 3: Indicate the nature of the module learning process.

Each task has particular task outcomes, namely the ability to:

Task 1: 1. recognise the various module components

2. recognise the nature of each component

3. recognise the links between components

Task 2: 1. recognise the various components of a learning opportunity

2. recognise the nature of the components of a learning opportunity.

Task 3: 1. recognise the learning assumption that the module is based on

2. recognise how the learning assumption is implemented in the module.

## Activity 7

What activities are required to complete Task 1?

Give your own answer before you look at the answer provided below.

## Answer

Activity 1: Read the required resource about the nature of the module components

Activity 2: Provide a list of the module components

Activity 3: Answer a question about the nature and relationships of the module components

## 03

Indicate the nature of the learning process for the module

You are able to indicate the nature of the learning process for the module if you can:

01 recognise the basic assumption about learning that the module is based on

02 recognise how the basic assumption about learning is implemented in the module

## Activity 1

Read TL 101: Module learning method.

Resource

From Tutorial Letter 101:

Module learning method

## Activity 2

Describe the basic assumption about learning that the module is based on.

Answer

The module is based on the assumption that learning happens in a more efficient and effective way if information is studied for the purpose of practical application.

### Activity 3

Explain how the basic assumption about learning is implemented in the module.

Answer

The module introduces the learner to psychology through a series of learning opportunities for applying knowledge and techniques. Learners are required to study resource material that is relevant to the way they are applying the knowledge. Additional learning opportunities are provided to help learners study the required resource material.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

A1502–CFS

Learning opportunity

## Learn to chart a field of study

### OUTCOME PRODUCT

#### Description

A chart of the field of study in the form of:

- (a) A visiogram
- (b) An expandable tree structure

#### Standards

1. The chart should be well-formed and valid
2. The chart should be relevant and comprehensive.
3. The chart covers (a) the field of psychology, or (b) a topic in psychology, or (c) a concept in psychology

#### Assessment criteria

- 01 chart is well-formed if:
  - 01 the elements of the chart are used correctly
  - 02 the rules of the chart are applied correctly
- 02 The chart is relevant and comprehensive if:
  - 01 the information displayed in the chart is relevant
  - 02 the information displayed in the chart is comprehensive
- 03 The chart is valid if:
  - 01 the elements of the chart are named correctly
  - 02 the elements of the chart are organised in a logical way

# METHOD

## 01

Compile a well-formed chart

Resource

From the resource book (A–Z):

- Information modelling: Visiograms
- Information modelling: Expandable tree structure

You are able to compile a well formed chart if:

- 01 the elements of the chart are used correctly
- 02 the rules of the chart are applied correctly.

### Activity 1

Read the following resources:

- A–Z: Information modelling: Visiograms
- A–Z: Information modelling: Expandable tree structure

### Activity 2

Name the elements and the rules of a visiogram.

Answer: A visiogram has three elements. These elements are:

- a circle element
- a line element
- a label element

Make sure that you know what each of these elements is.

A visiogram has three sets of rules, namely:

- a set of containment rules. There are four rules in this set.
- a set of connecting rules. There are three rules in this set.
- a set of labelling rules. There are five rules in this set.

Make sure that you know what each of these rules means.

### Activity 3

Provide an example in which one or more of the rules of a visiogram is/are violated

Answer

Any example that violates one or more of the rules of a visiogram is a correct answer. The following are examples of violated rules:

- The label that indicates the name of a circle is placed outside the circle. (Rule 1 of the set of labelling rules is violated.)
- The label that indicates the number of instances of a thing is placed in the middle of the connecting line. (Rule 5 of the set of labelling rules is violated.)



- A connecting line connects a circle with another connecting line. (Rule 1 of the set of connecting rules is violated).
- A connecting line begins inside a circle. (Rule 2 of the set of connecting rules is violated.)

### Activity 4

Name the elements and the rules of an expandable tree structure

### Activity 5

Provide an example in which one or more of the rules of an expandable tree structure is/are violated

## 02

Compile a relevant and comprehensive chart

Resource

From the resource book (A-Z):

- Information modelling: Visiograms
- Information modelling: Expandable tree structure
- Psychology: What is it all about?
- Groups: Attributes of human groups
- Groups: Differentiation of groups
- Groups: Interaction of groups

Reference

Jordaan, W. & Jordaan, J. (1998). *People in context* (3rd ed). Johannesburg: Heineman.

You are able to compile a relevant and comprehensive chart if:

- 01 the information included in the chart is relevant
- 02 the information included in the chart is comprehensive.

### Activity 1

Read the following resources:

A–Z: Information modelling: Visiograms

A–Z: Information modelling: Expandable tree structure

A–Z: Psychology: What is it all about?

### Activity 2

Indicate the various contexts in terms of which psychological knowledge can be structured

### Answer

Four contexts are indicated in “Psychology: What is it all about?”

- The biological context
- The intrapsychic context
- The social (or societal) context
- The metaphysical context.

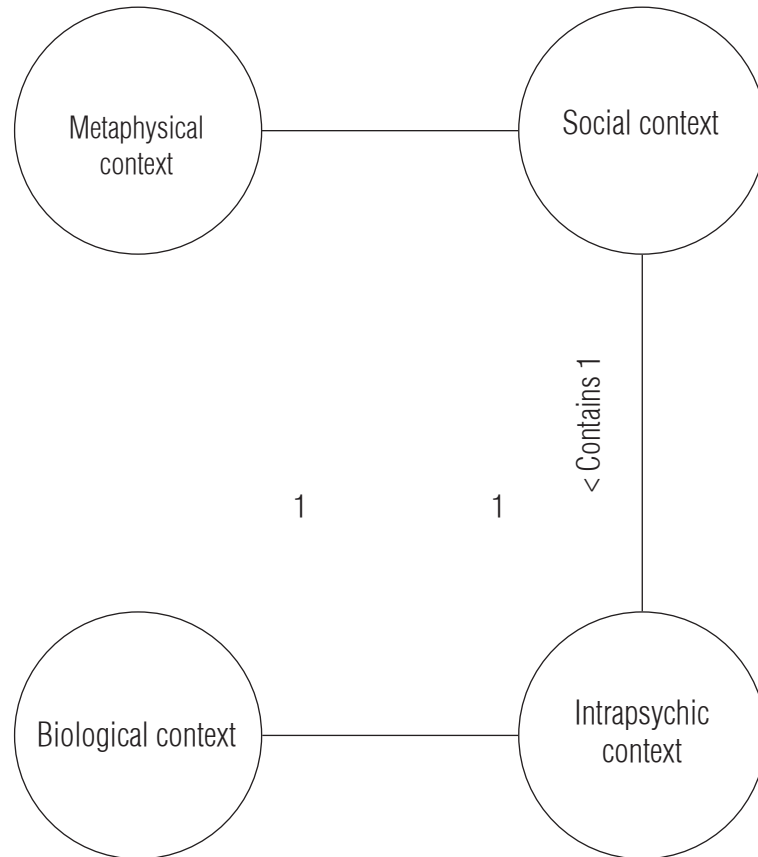
### Activity 3

Use a visiogram to model the four contexts referred to in “Psychology: What is it all about?”.

Note: Hide the content of the four contexts to simplify the model.

## Answer

There are many different ways to draw the model of the four contexts. However, although the drawings may differ they will tell the same story. In other words, they will represent the same model. Here is a possible drawing of the model in question



Note the following aspects of the drawing:

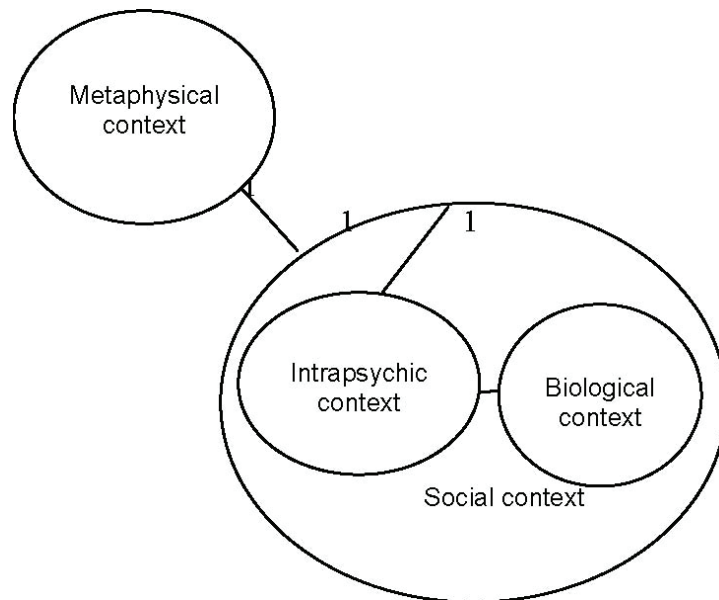
1. Each context is presented by a circle element, and each circle element has a label, indicating the name of the context.
2. The metaphysical context is related to the social context. The relationship is not labelled, but it is clear that one metaphysical context is related to one social context.
3. The social context is related to the intrapsychic context. The relationship is labelled and is one-directional, pointing from the social context to the intrapsychic context. The label indicates that the social context contains the intrapsychic context. It is also clear that one social context contains many intrapsychic contexts.
4. The intrapsychic context is related to the biological context. The relationship is not labelled but it is clear that one intrapsychic context is related to one biological context.
5. Because the biological context is related to the intrapsychic context on a one-to-one basis the social context contains as many biological contexts as intrapsychic contexts.

The drawing describes the following model:

1. Each social (or societal) context has a metaphysical context. This means that each society has a system of philosophical, aesthetic and religious constructions that may differ from those of other societies.

2. Each social context contains many intrapsychic contexts, and each intrapsychic context is related to a biological context. Therefore there are as many biological contexts in society as there are intrapsychic contexts. Thus society consists of a number of individuals and each individual has two components, namely an intrapsychic component and a biological component.
3. A metaphysical belief system belongs to an entire society. It does not belong to individuals in the society. In other words, each individual's ideas and beliefs contribute to and are influenced by an overall metaphysical belief system at the level of society.

Here is another drawing describing the same model:



#### Activity 4

Consider the intrapsychic context as described in “Psychology: What is it all about?” This section lists a number of topics and sub-topics. Model this information, using an expandable tree structure.

#### Answer

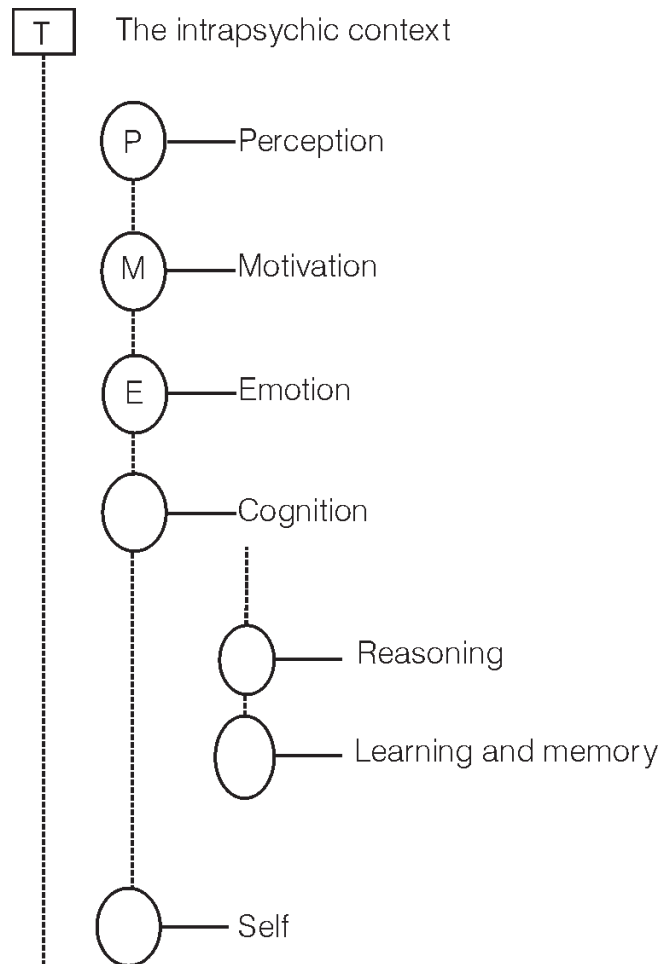
If you are reading this answer before you have completed the activity you are doing yourself a disservice. Keep in mind that the value of these activities is to help you discipline your mind to think like a psychologist. If you look at the answers of activities before completing the activities you may learn about psychology but you definitely do not learn psychology. In other words, you may learn to talk about psychology, but you do not learn to apply psychology. In this course you have to learn to apply psychology as much as you learn to talk about psychology otherwise you will not be able to pass the examination. So, if you have not completed Activity 4 you should perhaps stop reading now and first complete the task.

Here is the answer to Activity 4:

The following topics are listed in the intrapsychic domain: perception, thinking, emotional experience, motivation, and self-reflection. The technical term for thinking processes is cognition. This term includes topics such as reasoning, learning and memory, problem solving, intelligence and creativity.

Here is an expandable tree structure model showing the intrapsychic context extended across five main domains of study:

The intrapsychic context



Note the following aspects of this model:

1. The tree has a root label, T. This indicates that the intrapsychic context is a node in a bigger tree. Although the bigger tree is not shown here we suspect that it probably contains the different contexts of the field of psychology.
2. The node called Perception, has a node expansion label, P. This indicates that 'Perception' is expanded in a location with the address, P. The same is true for the nodes, Motivation and Emotion.
3. The node, Cognition, is expanded in the model, and does not have an expansion label. The node is extended across two sub-nodes. The two sub-nodes do not have expansion labels, and therefore are not expanded elsewhere.
4. The node, Self, does not have an expansion label, and therefore it is not expanded elsewhere.

5. The model shows a tree with three levels. The first level contains the root node called, The intrapsychic context. The second level contains the nodes, Perception, Motivation, Emotion, Cognition and Self. The third level contains the nodes called, Reasoning and Learning and memory.
6. The following ancestor-descendent string is an example of how the tree organises information hierarchically:
  1. Intrapsychic context
  2. Cognition
  3. Reasoning.

### Activity 5

Model the social context as described in “Psychology: What is it all about?”, using an expandable tree structure.

#### Answer

This is quite easy! Your tree should have five nodes, namely environmental psychology, interpersonal psychology, the psychology of work, the psychology of groups and group functioning, and community psychology.

### Activity 6

Study the following paragraph:

*“The concept of self has many meanings, but for the present purposes it is defined as the relatively constant, continually evolving core of one’s humanity. The premise is that the self performs an integrating function, directing perceptual, cognitive, emotive and dispositional (motivational) processes.”*

- (a) Two main aspects of the concept of self are indicated in this paragraph. What are they?
- (b) Model the information provided in this paragraph, using a visiogram.

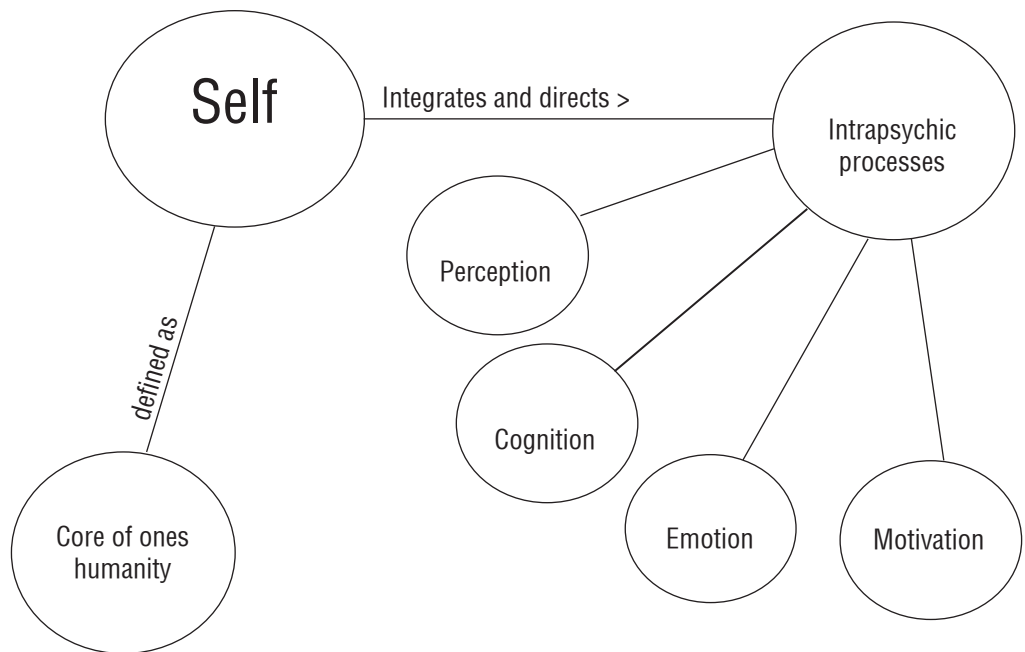
#### Answer

The two aspects of the self are:

- a definition of the self
- the function of the self

Read the paragraph carefully. The first part of the paragraph defines the self as the relatively constant, continually evolving core of one’s humanity. The second part of the paragraph indicates that the self integrates and directs an individual’s intrapsychic processes. Your visiogram model should show these two aspects of the self.

Here is an example of a visiogram model of the information provided in the paragraph in question:



## Activities 7 to 10

Study the following summary of a chapter that deals with the concept of self (Jordaan & Jordaan, 1998, pp. 636–638). Note that this information does not come from A–Z. It comes from another source. You do not have to learn this information about the self. The information is provided here only to enable you to practise the visiogram drawings and the expandable tree structure diagrams, using novel information, from a different source.

Here is the summary:

There are many meanings attached to the concept of self, but in this case we will define the self as the relatively constant continually evolving core of our humanity. The self performs an integrating function. It directs perceptual, cognitive, emotive and dispositional processes.

The fact that the self is simultaneously constant as well as evolving (changing) means the self entails a process of construction as well as a process of reconstruction. One can identify four sources of self-construction.

- The first are biological sources. These sources are related to a process of self-organisation, also called autogenesis. This process proceeds in four phases:
  - In the first phase neural networks are formed which are necessary to represent reality and also the self;
  - In the second phase, information from the environment is selectively ‘captured’ by the sensory systems;
  - In the third phase, ‘imaging’ at a higher level of impulse organisation occurs, via the human ability to form symbolic representations;
  - In the fourth phase, the self’s evolution is further mediated through the organisation of this imaging ability through language. This leads to self-talk as a means of thinking in terms of ‘self’ and ‘other’.

- A second source of self-construction is specific social processes. The linguistic dimension of self-organisation plays a role in this regard. The theory of symbolic interaction is used to explain these processes. This theory is based on four interactive principles:
  - (a) human behaviour is based on the meanings that things have for people;
  - (b) these meanings are formed through social interaction;
  - (c) social interaction leads to shared meanings; and
  - (d) shared meaning leads to rule-following behaviour

These four principles help one to understand how interaction with significant others influences self-construction. Symbolic interaction provides a mirror that reflects the self.

- A third source of self-construction is self-reflection. This means that the self is also shaped by the questions one asks oneself, and the answers one provides.
- A fourth source of self-construction is the Skinnerian notion that one obtains self-knowledge by observing one's own behaviour – for example, that one is behaving as one is expected to behave.

From these sources of self-construction it is possible to infer a process of self-construction in which: – symbolic interaction is the social source of self-construction

- self-reflection is the internalisation of symbolic interaction
- observation of one's own behaviour affirms that one is complying with the 'rules' that arise from symbolic interaction.

- The self-image that one forms through the process of self-construction is characterised by ambivalence. In other words, the process of self-construction involves opposing dimensions that coexist within oneself. There are four of these dimensions.

- The first dimension is self-insight versus self-deception. Self-insight occurs when there is maximal correspondence between what you really are and what you think you are. Self-deception occurs when this correspondence is minimal. The role of interpersonal relationships in the development of self-insight and self-deception is analysed on the basis of the so-called Johari window with its four panes:

- an open pane: with both you and others know about you;
- a blind pane: what others know about you but what you are ignorant of
- a hidden pane: what you know about yourself, but others do not know; and
- an unavailable pane: what neither you nor others know about you.

- The potential of self-insight increases as the open pane expands, and the potential of self-deception increases when that pane contracts.

- A second opposing dimension is self-regard versus self-disregard. All people tend to assign positive value to themselves (self-regard), but we all experience times and occasions when the self is assigned negative value (self-disregard). The adverse effect of self-disregard (low self-esteem) is that it creates a vicious self-destructive circle. The acquisition of self-regard is a complex process in which interaction with significant others is important. High self-regard is generally enhanced when interactions with significant others offer opportunities for the demonstration of love, respect and acceptance.

- The third opposing dimension is self-identity versus self-alienation. A distinction is made between personal self-identity and social self-identity. Personal self-identity includes one's feeling of continuity and unity regarding one's physical, psychological and social attributes.

Social self-identity includes, the positions and social roles that one fulfils in the community. Self-alienation refers to one's feeling of discontinuity and diffuseness regarding one's physical, psychological and social attributes. For example, self-alienation occurs when there is a lack of continuity and wholeness with regard to the relationship between one's personal and social self-identity.

- The fourth opposing dimension is the independent self versus the interdependent (collective) self. These concepts are related to the way in which the self is understood and constructed in different cultures. The independent self is characterised as a Western 'product', whereas the interdependent self is traced to self-concepts in Africa, the East and Latin America.

When one compares the Western self and the African self it becomes clear that one cannot really speak of two such separate 'selves'. The conclusion is that:

- descriptions of an independent Western self and an interdependent African self are abstractions;
- the abstractions are valid in as much as they apply to people who function within the framework of tradition; but
- they do not take account of things like multicultural awareness.

When one analyses the self-concept in terms of cultural tradition and changes globally it becomes clear that globalisation has the effect that people assess themselves according to criteria from diverse cultures, so that the self is no longer viewed with reference to isolated factors like tribe, race and nationality. Postmodernists speak of the 'Protean person' which implies that various selves are accommodated within one person.

## Activity 7

What are the main aspects of self-construction?

Answer

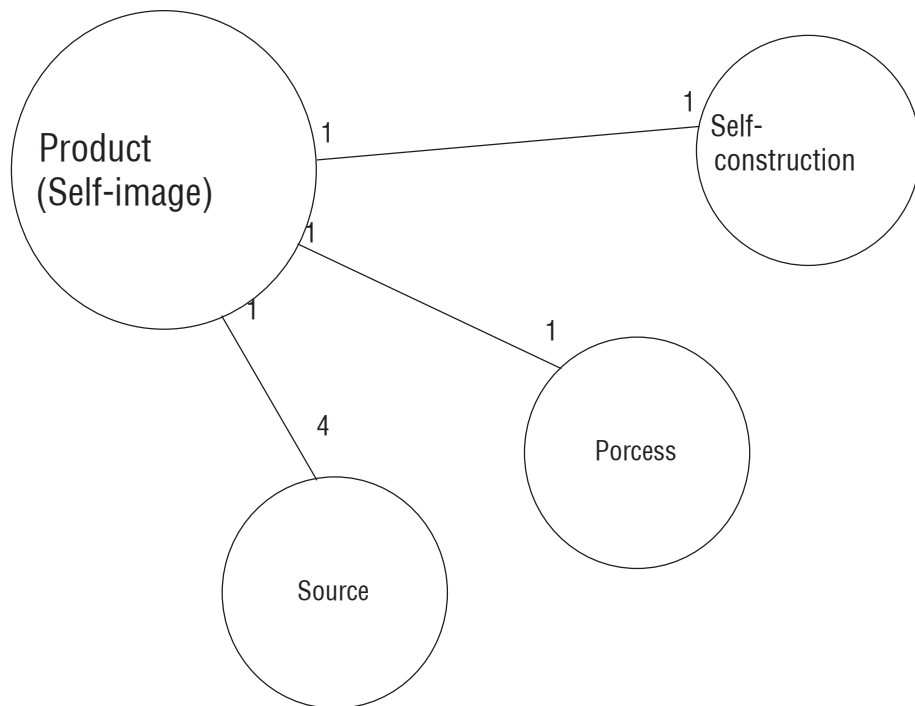
The main aspects of self-construction are:

- the sources of self-construction
- the process of self-construction
- the product of self-construction (the self-image)

## Activity 8

The following is a visioqram model of the main aspects of self-construction.





This model is:

1. Well-formed, valid, comprehensive and relevant
2. Well-formed, valid, comprehensive but not relevant
3. Invalid and not relevant, but well-formed and comprehensive
4. Ill-formed and not comprehensive, but valid and relevant.

Answer

Alternative 2 is the correct answer.

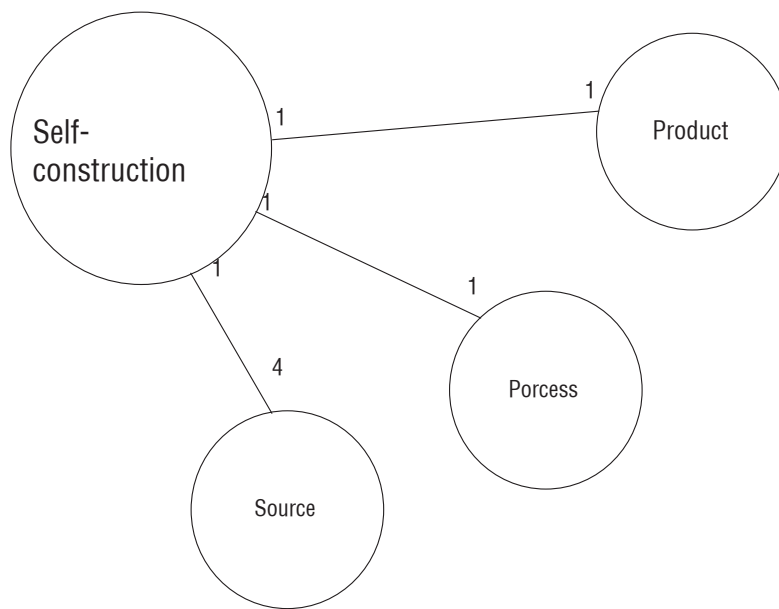
A visio diagram is:

- well-formed if the elements and the rules of the visio diagram's modelling language are used correctly
- valid if the model presented by the visio diagram is correct and logical
- comprehensive if the visio diagram contains the necessary information
- relevant if the visio diagram models the situation in question.

In this case it is clear that the visio diagram is well-formed and valid. However, the model presented by the visio diagram is not relevant. The visio diagram should model the main aspects of self-construction, but it does not. It presents a model in which the self-image (product of self-construction) is related to the idea of self-construction, the process of self-construction and four sources of self-construction. This model is not invalid but it is not the model required by the question. The main aspects of self-construction are:

- the sources of self-construction
- the process of self-construction
- the product of self-construction (the self-image).

Here is a visiogram that models the main aspects of self-construction:

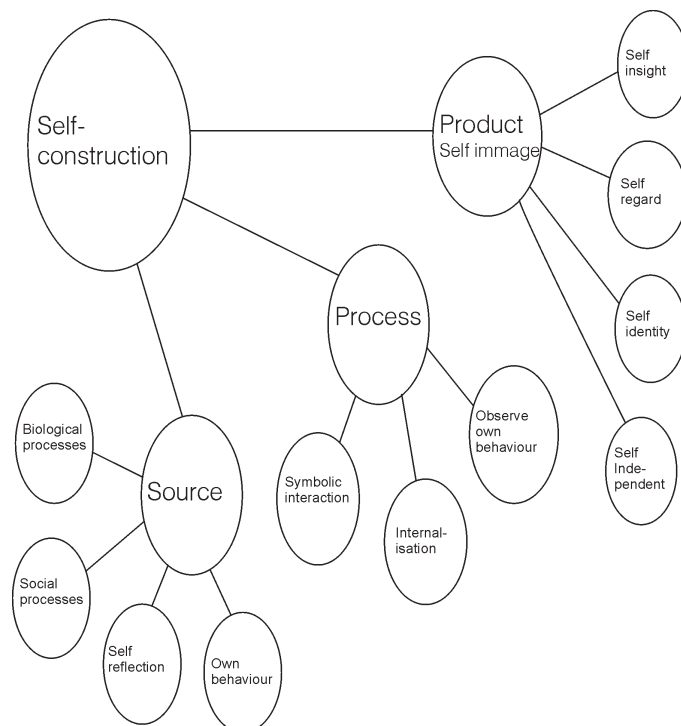


### Activity 9

Use a visiogram to model the idea of self-construction.

### Answer

Your model may look different to the one presented below, but it should contain the same elements. You may also decide to add more detail to the model. For example, you may choose to label the relationships between the self-image and the dimensions of self-construction as “dimension of”.

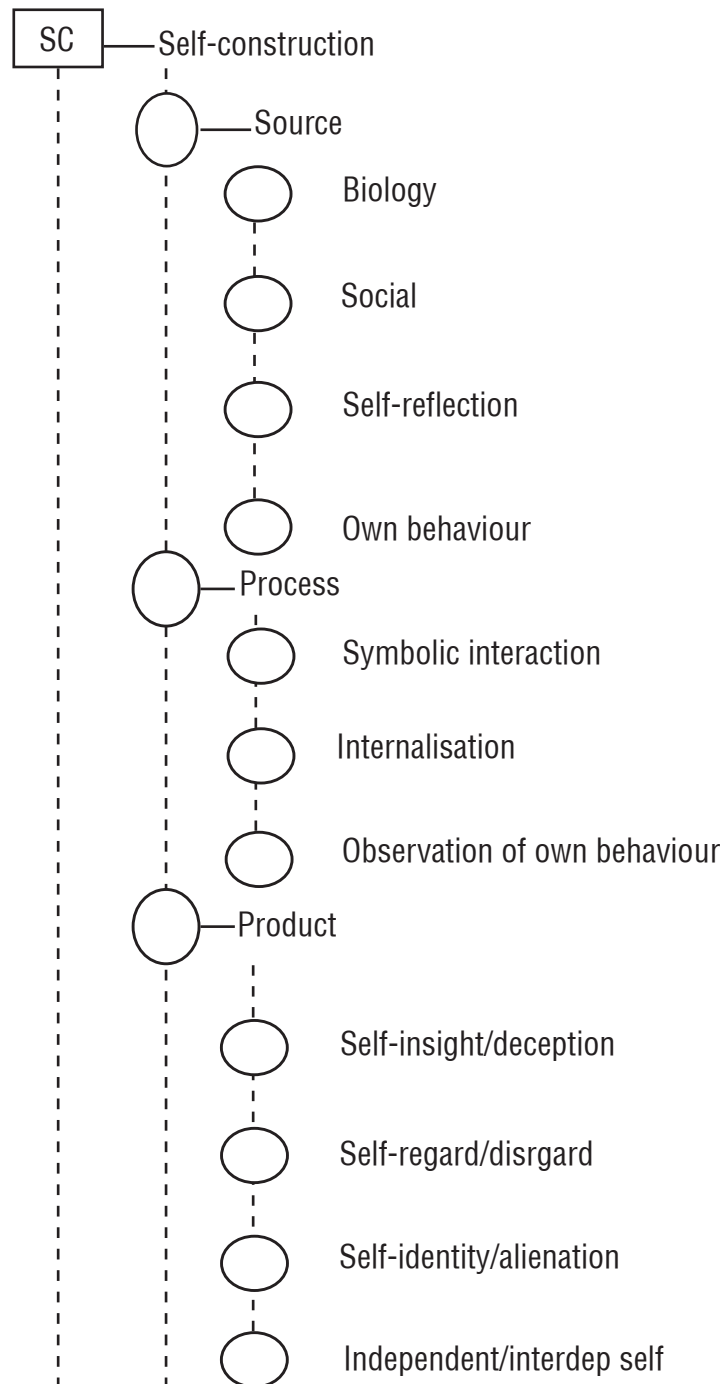


## Activity 10

Use an expandable tree structure to model the idea of self-construction.

### Answer

This is not difficult. Simply copy the visioigram presented in the answer to Activity 09 in the form of a tree structure. "Self-construction" should be the root node and the nodes on the next level should be "Source", "Process" and "Product". The third level of the tree shows the expansions of the second level concepts.



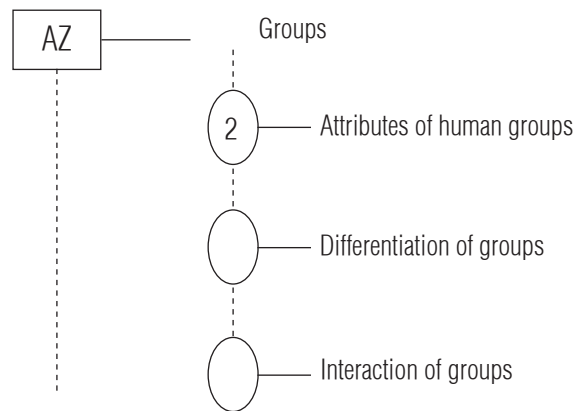
## Activity 11

Consider the resource: A–Z: Groups: Attributes of human groups, A–Z: Groups: Differentiation of groups, A–Z: Groups: Interaction of groups

- Model the main sections of this resource text using an expandable tree structure.
- Select one of the main sections and show how this section is expanded elsewhere.

### Answer

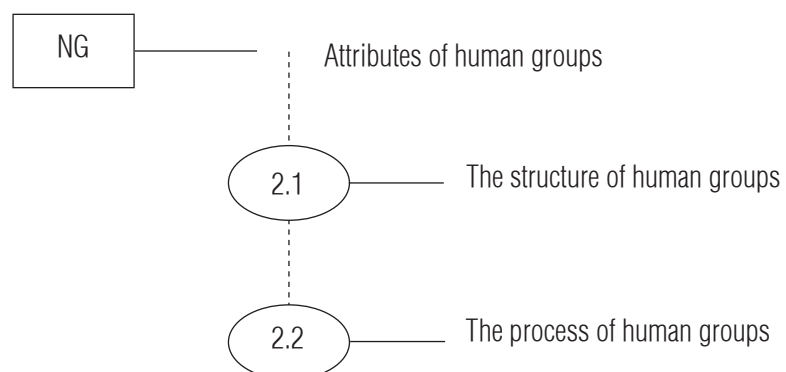
Here is an expandable tree structure model of the main sections of the A–Z resource text on the nature of groups.



Note the following:

- The label of the root node is not empty. It has the address, A–Z. This means that the text on groups is a section in a bigger tree structure and that the bigger tree is identified by A–Z. Because we know that A–Z is the identifier for the resource book we know that there is a section called, “Groups” in A–Z. In other words, if we model the resource book’s chapter titles as an expandable tree structure the tree will have a node called “Groups”.
- The expansion label of the node called “Attributes of human groups” is not empty. It contains the address, 2. This means that the node is expanded elsewhere. We can expect to find a tree with the root name “Attributes of human groups” at a location called 2.
- The expansion labels of the other nodes are empty. This means that there are no further trees expanding these themes elsewhere.

Here is the expansion of the node “Attributes of human groups”:



Note the following:

- (a) The label of the root is not empty. It contains an address, NG. Suppose NG is the address for a tree called “Nature of groups”. Then we know that the tree called “Attributes of human groups” is a node in a bigger tree that is identified as “Nature of groups”, and that this tree can be found at a place called NG.
- (b) The expansion labels of the various nodes are not empty. This means that these nodes are expanded in the sections identified by the nodes’ expansion labels.

## 03

Compile a valid chart

You are able to compile a valid chart if you:

- 01 name the objects of the chart appropriately
- 02 arrange the objects of the chart logically.

Resource

From the resource book (A–Z):

- Information modelling: Visiograms
- Information modelling: Expandable tree structure
- Psychology: What is it all about?
- Groups: Attributes of human groups
- Groups: Differentiation of groups
- Groups: Interaction of groups

### Activity 1

Reread the following resources:

- A–Z: Information modelling: Visiograms
- A–Z: Information modelling: Expandable tree structure
- A–Z: Psychology: What is it all about?
- A–Z: Groups: Attributes of human groups
- A–Z: Groups: Differentiation of groups
- A–Z: Groups: Interaction of groups

### Activity 2

Do the following:

- (a) Wait a week after completing the exercises in the previous section.
- (b) Do not look at your previous answers, and do not consult the answers or the answer guidelines provided in the tutorial letter.
- (c) Repeat the exercises.
- (d) Compare your current answers with your previous answers.
- (e) Compare your current answers with those provided in the tutorial letter.

### Answer

It is good to wait a week because time gives distance from the immediate involvement with the material, and allows one to be more objective. The question of the validity of the chart should be seen in comparison to the well-formedness of the chart. A chart is well-formed if the elements that the chart consists of and the rules for combining these elements have been used correctly. The well-formedness of a chart does not involve the content of the chart. It deals with the elements and the rules of the chart itself. One can consider ordinary language as an example. We can view words as the elements of language, and grammar as the rules of language. A sentence

is well-formed if words are combined in a grammatically correct manner. However, this does not mean that the sentence is valid in the sense that it forms a sensible, logical or true statement. In other words, a sentence can be well-formed without being valid. By the same token a chart can be well-formed (the elements combined according to the rules of the chart) but it may not be valid. One has to know about the field of psychology to be able to judge the validity of a chart that aims to model psychological topics. For example, if one knows about the field of psychology it is easy to see that a tree structure that extends the concept of thinking across the following concepts: feelings, stress, and self, is clearly not valid. Another example: A visiogram that shows a thing called brain related to two instances of a thing called person is invalid because two people cannot share a brain. Or, a visiogram that indicates the relationship between a thing called biological context and a thing called societal context by including the societal context as a sub-context of the biological context, must be wrong because it does not give a valid picture of the field of psychology.

Check your visiogram and your expandable tree structure for illogical representations, and make sure that the labels used to represent the psychological topics are proper names for the concepts and ideas of psychology. For example, the term self-concept has a specific meaning in psychology. One should not replace this name or label with another label. Psychology has a specific terminology, and therefore the names of the things referred to in your visiograms and expandable tree structures should reflect the correct terminology.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

A1502–PPR

Learning opportunity

## Learn to prepare a presentation

### OUTCOME PRODUCT

#### Description

A prepared presentation

#### Standards

The prepared presentation should have an appropriate aim and a proper structure, and should be relevant and comprehensive

#### Assessment criteria

Your prepared presentation complies with the set standards if:

- 01 the aim of the presentation is formulated clearly
- 02 the relevant main points are formulated clearly and supported and explained in terms of secondary points
- 03 the information is prepared for presentation

### METHOD

#### 01

Formulate the aim of the presentation

Resource

From the resource book  
(A–Z): A–Z: Presentations

You are able to formulate the aim of the presentation if you:

- 01 recognise the nature of the assignment
- 02 recognise the nature of the target audience.

#### Activity 1

Read the following resource:

A–Z: Presentations

## Activity 2

Suppose you are an environmental psychologist and you are asked to address an audience of community leaders on the nature of environmental problems, and ways to address these problems. The community leaders come from different communities varying widely in socioeconomic status. Formulate an aim for the presentation.

### Answer

The presentation aims to provide information about the nature of environmental problems, and ways to address these problems to community leaders who vary widely in socioeconomic status.

### Comment

The difference in socioeconomic status means that the members of the audience differ with regard to their priorities of environmental issues. The presentation has to be sensitive to the differing priorities.

## 02

Formulate relevant main points, and explain and support these main points in terms of secondary points

Resource

From “Additional resource material” at the end of this learning opportunity: “A brief note on the living environment” From the resource book (A–Z): A–Z: Presentations

You are able to formulate relevant main points and provide explanatory supporting information if you:

- 01 delineate the area of interest
- 02 recognise the main topics in the area of interest
- 03 extend the main topics by providing information (secondary points) that explain or support the main points.

## Activity 1

Study the following resource

A–Z: Presentations

The paragraph titled: “A brief note on the living environment” that appears in the “Additional resource material” section at the end of this learning opportunity.

## Activity 2

Delineate the area of interest that you want to cover in the presentation in the light of the aim of the presentation. How important do you think it is to include each of the following topics in the presentation? Rank their importance on a five point scale ranging from:

*1 = definitely not important*



- 2 = *not important*
- 3 = *unsure*
- 4 = *important*
- 5 = *very important*

Here are the topics:

- (a) The nature of the relationship between people and environments
- (b) The nature of environmental experiences
- (c) The nature of environmental exploitation
- (d) The nature of the actions that can be taken to counter environmental exploitation.

### Answer

Not everybody will agree on the content of the presentation. If your answer differs from the one provided here it is not necessarily incorrect.

- (a) 2
- (b) 2
- (c) 5
- (d) 5

### Comment

The ratings above were done from the point of view that the aim of the presentation is to inform community leaders about environmental problems and ways to solve them. Although information about how people relate to their environments is not entirely irrelevant it is not so important to provide this information to the community leaders. They are not really interested in how people relate to their environments. They are interested to learn about the problems and how to solve them. People who compile psychological programmes to help communities manage their environments will be interested in how people relate to their environments because this information helps them to base their problems on proper psychological interventions. However, the community leaders do not have an interest in compiling psychological programmes. Their interest is in the identification and management of environmental issues.

### Activity 3

Formulate the main points that you wish to include in your presentation.

### Answer

You do not have to agree with this answer. If your answer differs from this answer you are not necessarily wrong.

1. The ways in which the environment is exploited
2. An agenda for taking action to counter environmental exploitation.

## Activity 4

Indicate the secondary points that describe or support each of the main points.

### Answer

Here are suggested secondary points describing the first main point.

- (a) The ways in which the environment is exploited
1. Unchecked population growth put additional pressure on environmental resources and increases poverty
  2. Rapid urbanisation causes people to live in subhuman conditions and creates health hazards
  3. Waste should be managed properly to counter health hazards
  4. Land use should be managed properly to discourage the stripping of natural vegetation.

### Comment

Note that secondary points (3) and (4) are not formulated correctly. The main point states: The ways in which the environment is exploited. Secondary points (3) and (4) explain what should be done to counter exploitation. These points should be formulated as follows:

3. *Huge amounts of waste produced in cities causes serious health hazards*
4. *Indiscriminate use of land in rural areas leads to degradation which leads to the land becoming unproductive.*

## 03

Prepare information for presentation

Resource

From "Additional resource material" at the end of this learning opportunity: "A brief note on the living environment" From the resource book (A–Z):

A–Z: Presentations

You are able to prepare information for presentation if you:

- 01 compile appropriate slides
- 02 compile appropriate speaker notes.

## Activity 1

Study the following resource

A–Z: Presentations

The paragraph titled: "A brief note on the living environment" that appears in the "Additional resource material" section at the end of this learning opportunity.

## Activity 2

Prepare the slides to be used to support the verbal presentation.

If you have a computer program to prepare these slides you can use it. However if you do not have a computer, simply outline your slides on sheets of A4 paper.

## Answer

Here are examples of the first three slides:

Environmental Issues  
and  
an Agenda for Action

Presentation by:  
Lucille De Lammer

OUTLINE OF TALK

- a. Ways in which the environment is exploited
- b. An agenda for taking action to counter environmental exploitation

ENVIRONMENTAL EXPLOITATION

- Unchecked population growth
- Rapid urbanisation
- Huge waste production
- Indiscriminate use of land

## Activity 3

Prepare speaker notes to go with the slides.

## Answer

Speaker notes are the notes that you may want to use as your presentation text. Not everything you want to say is captured in the text on the slides. The slides list your ideas in an abbreviated form. You still want to talk from the slides but you are obviously going to say more than what is presented in the text on the slides. It is a good idea to compile speaker notes for every slide. Keep the speaker notes for a slide together with the slide.

Additional resource material

### **A brief note on the living environment**

Although people do not pay much attention to the environment it is a very important aspect of our lives. Not only does the environment provide us with air to breathe, water to drink and food to eat it also supports us psychologically.

People often think of the environment as something that surrounds them, but the environment actually is an inherent part of each of us. We should not think of ourselves and the environment as two separate entities. Doing so would mean a reductionist approach – an approach in which individuals and environments are reduced to separate entities. People and their environments are intimately interrelated.

People have a transactional relationship with their environments. The individual and the environment are two integral and inseparable components of an ongoing process. Our environments are interpreted and experienced worlds. We do not simply perceive an already existing environment as it is. Our cognitive processes play an active part in the construction of the environment we experience. One experiences one's environments as a physical place, an extension of the self, and a social system. Thus environments are more than physical places.

Environments are also places where we feel comfortable and where we belong because we feel: This is who I am. (extension of self).

Environments are social systems in which factors such as privacy, personal space, territoriality and crowding, play important roles. Each of us wants a place that we can call our own (territoriality), where we can control who we want to see and when we want to see them (privacy), and how close we allow others to get to us (personal space). Yet despite the importance of the environment we have allowed it to become exploited through accelerated population growth and urbanisation, the over-production of industrial and domestic waste, and the deterioration of land and soil.

We need an agenda for proper action to put a stop to environmental decline.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

# A1502–POP

## Learning opportunity

# Learn to provide an expert opinion

## OUTCOME PRODUCT

### Description

An expert opinion.

### Standards

The expert opinion should be relevant and comprehensive and should be provided in the form of an essay.

### Assessment criteria

Your expert opinion complies with the required standards if:

- 01 the required field of knowledge is explored
- 02 the opinion is formulated in a relevant and comprehensive manner
- 03 the opinion is presented in essay form

## METHOD

### 01

Explore the required field of knowledge

Resource

LO B1502-NSP

Additional resource material: (A brief note on multiculturalism) at the end of this learning opportunity  
An expert opinion

You are able to explore the required field of knowledge if you:

- 01 demonstrate relevant and comprehensive knowledge of relevant topics in the required field

### Activity 1

Suppose you are an expert on societal patterns, and the Department of Internal Affairs approaches you to express an expert opinion on multiculturalism in a diverse society. Your first step is to explore the required field of knowledge. Use LO B1502-NSP to explore the field of societal patterns, and also read the paragraph in the “Additional resource material” section at the end of this learning opportunity.

## Activity 2

Select the topics from the required field of knowledge that is relevant to compiling an expert opinion on multiculturalism in a diverse society. How important do you think it is to include each of the following topics in the opinion? Rank their importance on a five point scale ranging from:

- 1 = *definitely not important*
- 2 = *not important*
- 3 = *unsure*
- 4 = *important*
- 5 = *very important*

Here are the topics:

- (a) The nature of society
- (b) Societal analysis
- (c) Violence
- (d) Poverty
- (e) Racism
- (f) Multiculturalism
- (g) Sexism
- (h) Community development

### Answer

Not everybody will agree on the content of the presentation. If your answer differs from the one provided here it is not necessarily incorrect.

- (a) 2
- (b) 2
- (c) 2
- (d) 2
- (e) 3
- (f) 5
- (g) 2
- (h) 2

### Comment

The selection was made on the premise that the expert opinion is limited to matters concerning the possibility of multiculturalism in a diverse society. Although all the topics listed have some relevance to the issues of multiculturalism and diversity in society they are not equally concerned with the fact of multiculturalism. Racism is perhaps a more closely linked matter, but does not seem to be sufficiently related to warrant explicit consideration in the opinion. You may of course have a different opinion and may want to include some of the other topics for explicit consideration in your opinion. There is nothing wrong with this, you are free to do so.

## 02

Formulate a relevant and comprehensive opinion

Resource

LO B1502-NSP

You are able to formulate a relevant and comprehensive opinion if you:

- 01 indicate the main arguments in the field of interest
- 02 weigh the arguments and come to a conclusive opinion
- 03 establish the relevance and comprehensiveness of the opinion

### Activity 1

Indicate the main arguments in the field of interest.

#### Answer

The concept of multiculturalism has different meanings which create at least three competing models for the regulation of relationships in a culturally diverse society. The three models have different effects and outcomes with regard to interpersonal and intergroup relationships.

### Activity 2

Weigh the arguments and express a conclusion about multiculturalism in a diverse society

#### Answer

Model 1 says that peaceful relationships in a diverse society can best be served by maintaining cultural segregation. This means that various cultural groups should be kept apart, each occupying its own cultural island within the same geographical space. The question, however, is whether this “separatist” mode would not create a kind of neo-apartheid which is shaped by cultural considerations, yielding ‘us’ versus ‘them’ confrontations when different cultures compete for scarce commodities. Model 2 states that a society needs a melting-pot culture to get rid of racism. This model is based on the principle of cultural assimilation whereby cultural minority groups will ultimately – through a process of social engineering – assume the cultural identity of the politically dominant group. The problem with the model is that it denies the cultural diversity of a society, thereby infringing upon people’s social identity – that is, an individual’s natural feeling of belonging to a particular cultural group and to derive self-esteem and spiritual power from such membership. To take this away from people, as the melting pot suggests, could be a major source of societal conflict on cultural issues.

Model 3 proposes the development of the multicultural person. This would be someone who, while valuing the fact that people do share unifying similarities, attaches equal importance to the diversity of cultures. The similarities could create a common identity around shared human goals and values, while at the same time respecting the social identities associated with the culture of the own group. Relationships in a culturally diverse society might benefit greatly to the extent that diverse peoples could come to share reconciliatory aspects of disparate cultural elements. From the foregoing it is clear that relationships in a culturally diverse society may be harmed, depending on how multiculturalism is interpreted and applied.

### Activity 3

Establish the relevance and comprehensiveness of the opinion.

#### Answer

The expressed opinion is obviously relevant in the light of the requested opinion because it deals with multiculturalism in society. The expressed opinion seems comprehensive because it mentions three models that clearly cover a broad spectrum of deliberations about multiculturalism.

## 03

Present the opinion in essay form

Resource

LO B1502-NSP

A–Z: Research essay

You are able to present the opinion in essay form if you:

- 01 formulate the argument in the form of an essay introduction
- 02 argue the relevant points in the form of an essay body
- 03 summarise the arguments in the form of an essay conclusion
- 04 indicate what the opinion is about in the form of an essay title
- 05 summarise the opinion in the form of an essay abstract.

### Activity 1

Use the following:

LO B1502-NSP.

Read the following resource:

A–Z: Research essay

### Activity 2

Formulate the argument in an introductory paragraph.

#### Answer

There are different approaches to multiculturalism. The different approaches to multiculturalism lead to competing models for the regulation of relationships in a culturally diverse society. One has to consider these models carefully and select a model that has the best potential to ensure healthy interpersonal and intergroup relationships.

### Activity 3

Present the argument as the main body of the essay.

#### Answer

1. Provide a definition of multiculturalism: Multiculturalism is generally understood to mean



the capacity to accommodate diverse cultural influences in such a way that they become part of your personal and social self-identity.

2. State that the concept of multiculturalism has different meanings leading to at least three competing models for the regulation of relationships in a culturally diverse society.
3. Present each of the three models, indicate how they regulate relationships and what their problems and advantages are.

#### Activity 4

Present the conclusion.

#### Answer

1. Indicate that the argument shows clearly that relationships in a culturally diverse society may be harmed, depending on how multiculturalism is interpreted and applied.
2. Compare the advantages and disadvantages of the various models of multiculturalism, and indicate why a model that encourages the evolution of a multicultural person seems to be the best way to ensure healthy interpersonal and intergroup relationships in a diverse society.

#### Activity 5

Indicate the nature of the opinion in the form of an essay title.

#### Answer

Your title may differ from the following suggestion:

*“The implications of different models of multiculturalism”.*

#### Activity 6

Summarise the opinion in the form of an essay abstract.

#### Answer

Your abstract should include the following:

1. an indication of the problem:  
Different approaches to multiculturalism lead to competing models for the regulation of relationships in a culturally diverse society.
2. an indication of the argument:  
This essay introduces and discusses three approaches to multiculturalism, namely the cultural segregation model, the melting pot model and the multicultural person model. The different models are discussed in terms of their advantages and disadvantages when applied in a diverse society.

3. an indication of the conclusion:  
The problems and the advantages of the three models are compared and it is concluded that a model that encourages the evolution of a multicultural person seems to be the best way to ensure healthy interpersonal and intergroup relationships in a diverse society.

## Additional resource material

### A brief note on multiculturalism

There is much talk about creating multicultural societies but it is a slow process because multiculturalism is not simply about knowing the cultures of others. It is the capacity to accommodate various cultural influences in such a manner that these become part of your personal and social identity. It is important to note that this does not mean that you become assimilated in a singular new culture, which would simply be a next mono-cultural society. To become multicultural is a process that is much more complex than assimilation. There are several models that try to explain the multicultural process. Some models focus on society (e.g. the segregation and melting-pot models), whereas others concentrate on the characteristics of the individual. According to the segregation model peaceful relationships in a diverse society can best be served by maintaining cultural segregation. This means that various cultural groups should be kept apart, each occupying its own cultural island within the same geographical space. The question, however, is whether this “separatist” mode would not create a kind of neo-apartheid which is shaped by cultural considerations, yielding ‘us’ versus ‘them’ confrontations when different cultures compete for scarce commodities. The other side of the separatist model is the melting-pot approach. This model states that a society needs a melting-pot culture to get rid of racism. The model is based on the principle of cultural assimilation whereby cultural minority groups will ultimately – through a process of social engineering – assume the cultural identity of the politically dominant group. The problem with the model is that it denies the cultural diversity of a society, thereby infringing upon people’s social identity – that is, an individual’s natural feeling of belonging to a particular cultural group and to derive self-esteem and spiritual power from such membership. To take this away from people, as the melting pot suggests, could be a major source of societal conflict on cultural issues.

The individual characteristic model proposes the development of the multicultural person. This would be someone who, while valuing the fact that people do share unifying similarities, attaches equal importance to the diversity of cultures. The similarities could create a common identity around shared human goals and values, while at the same time respecting the social identities associated with the culture of the own group. Relationships in a culturally diverse society might benefit greatly to the extent that diverse people could come to share reconciliatory aspects of disparate cultural elements. These models describe vastly different approaches that could impact significantly on the intergroup and interpersonal relationships in society. Relationships in a culturally diverse society may be harmed, depending on how multiculturalism is interpreted and applied.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

A1502–DPP

Learning opportunity

## Learn to develop a psychological programme

### OUTCOME PRODUCT

#### Description

Knowledge of the development of a psychological programme.

#### Outcome product

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of the development of a psychological programme is relevant and sufficient if:

- 01 the nature of a psychological training programme is indicated
- 02 the nature of the programme target population is indicated
- 03 the nature of the objectives of a psychological training programme is indicated
- 04 the relevance and comprehensiveness of the programme content are indicated
- 05 the relevance and comprehensiveness of the programme resources are indicated
- 06 the appropriateness of the programme method is indicated
- 07 the feasibility of the programme implementation plan is indicated

### METHOD

#### 01

You are able to indicate the nature of a psychological training programme if you:

- 01 recognise the programme elements, attributes and attribute values

Indicate the nature of a psychological training programme

Resource

A–Z: Psychological programmes

- 02 recognise the nature of the programme elements, attributes and attribute values
- 03 recognise the basic elements of a training programme in a given scenario.

### Activity 1

Read the following resource:

A–Z: Psychological programmes.

### Activity 2

Answer the following question:

Which of the following statements is/are true?

1. Training programmes have elements
2. Training programmes have attributes
3. Training programmes have elements and attributes
4. Training programmes have elements, and elements have attributes
5. Training programme attributes have values
6. Training programme element attributes have values.

Answer

All of them are true.

### Activity 3

Answer the following question:

A particular training programme costs R500 000 to develop. Which of the following statements is/are true

1. R500 000 is a the value of the programme cost attribute
2. R500 000 is the programme cost attribute
3. Cost is a programme element
4. 1 and 3.

Answer

The correct answer is: 1

Comment

Cost is not a programme element. It is not a thing contained within the programme. It describes an aspect of the programme, and therefore it is an attribute of the programme. The value of this attribute is R500 000.

### Activity 4

Answer the following question:

A course team in the Psychology Department decides to develop a new module in developmental psychology. They send letters to registered psychology students to ask them what they would like to see included in the new module. Which of the following statements is/are true?

1. The registered students acts as participants in the developmental psychology programme
2. The registered students are a resource for the developmental psychology programme
3. The course team determines the needs of the population targeted by the developmental psychology programme
4. The course team implements a new programme in developmental psychology
5. All of the above.

### Answer

The best answer is: 3.

### Comment

The course team is in the process of developing a new programme in developmental psychology. The programme does not exist as yet. It has to be designed still. The course team cannot implement a programme that does not exist.

Sending letters to registered students is a first step in the development of the new programme, namely an attempt to determine the needs of the population that will be targeted by the new programme. The target population for a training programme in development psychology is the psychology students. The students who receive the letters are potential participants in the future programme. At the moment of receiving the letters they are not participating in the developmental psychology programme (the programme does not exist). They are simply acting as a potential target population whose needs need to be assessed so that the new programme could be tailored to meet these needs.

## 02

Indicate the nature of the programme target population

Resource

A–Z: Psychological programmes

A–Z: Consultation interview

A–Z: Consultation scenario for a stress management programme

You are able to indicate the nature of the programme target population if you:

- 01 recognise a programme target population
- 02 recognise whether the indicated needs of a programme target population are relevant and comprehensive.

### Activity 1

Read the following resources:

A–Z: Psychological programmes

A–Z: Consultation interview

A–Z: Consultation scenario for a stress management programme

## Comment

Note that the psychologist can decide on a number of different ways to intervene psychologically. Psychological interventions are aimed at helping people to improve their psychological wellbeing. A psychological programme is a carefully structured sequence of interventions designed to provide information and advisement to help people change through new insights.

## Activity 2

Answer the following question:

Suppose you decide to develop a psychological programme to use as an intervention strategy in the situation sketched in the scenario provided in A–Z: Consultation scenario for a stress management programme. The target of your programme would be:

1. The company
2. The personnel manager of the company
3. The information technologists working at the company
4. The employees of the company.

## Answer

Alternative 4 is the best answer.

## Comment

Keep in mind that we are concerned here with a certain kind of intervention, namely a psychological intervention. The company itself would not be targeted by a psychological programme. It could be targeted by a programme for economic or strategic restructuring. Therefore Alternative 1 is not correct.

A psychological programme is aimed at people. Although the personnel manager works at the company and may also feel the pressure, it is obvious from the scenario that she is not the sole individual in need of help at the company. Therefore Alternative 2 is not a good answer. Alternative 3 may be a good answer if the company experiences problems in one sector of their workforce, namely in the area of the information technologists. However, it is clear from the scenario that this is not the case. It seems that most people at the company experience the company as a high stress work environment. Therefore Alternative 4 is the best answer. To qualify as a member of the programme target population one has to have the following characteristics: Be an employee of the company and experience the work environment as stressful.

## Activity 3

Consider the scenario provided in A–Z: Consultation scenario for a stress management programme. Suppose three psychologists evaluate the situation and state the following about the needs of the target population:

Psychologist A: The employees of the company need to learn to structure their daily work activities according to a realistic schedule

Psychologist B: The employees of the company need to learn better information management skills

Psychologist C: The employees of the company need psychological information and practical exercises to help them cope with stress in their work environment.

Rank these statements from most correct to least correct.

Answer

The most correct sequence is: C, A, B.

Comment

Statement C is the most correct statement. The employees need psychological information and advisement, and practical exercises to rehearse what they have learned in theory. Statement A is correct, but focuses on a particular practical strategy that could help one cope with one's work. In other words, Statement A is correct but is not a comprehensive statement of the needs of the target population. Statement C expresses the needs of the target population more comprehensively. Statement B is least correct. It may be so that the employees need to improve their information management skills, but improving the ways in which information is handled in the company will not ease the high pressure environment in which the company operates. The employees need psychological knowledge that will help them cope with high pressure functioning.

## 03

Indicate the nature of the objectives of a psychological training programme

Resource

A–Z: Psychological programmes

A–Z: Consultation interview

A–Z: Consultation scenario for a stress management programme

You are able to indicate the nature of the objectives of a psychological training programme if you:

- 01 recognise the objectives of a psychological programme
- 02 recognise the needs of a programme target population
- 03 recognise whether the objectives of a psychological programme meet the needs of the target population.

### Activity 1

Read the following resources:

A–Z: Psychological programmes

A–Z: Consultation interview

A–Z: Consultation scenario for a stress management programme

### Activity 2

Given the scenario described in A–Z: Consultation scenario for a stress management programme, list the objectives of a psychological programme that could address the needs of the company employees.

## Answer

Your list should contain the following objectives:

1. To help individuals maintain the high levels of performance required to do their jobs
2. To lower the levels of stress that individuals experience in their work situation.

## Comment

Note that there are two kinds of objectives. The first kind of objective deals with the introduction of the programme as such. This kind of objective refers to the reason, or reasons, for introducing a psychological programme. The programme realises the first kind of objective by means of the second kind of objective. The second kind of objective concerns the direct outcomes of the programme itself. The first kind of objective is the aim of the programme, and the second kind of objective indicates the smaller outcomes required to achieve the aim.

One way to distinguish between different kinds of objectives is to consider the needs that the objectives try to satisfy. More specifically one should ask: Whose needs are addressed by particular objectives? In the given scenario the aim of the programme (i.e. the first kind of objective) is to help individuals maintain the high levels of performance required to do their jobs. Whose need is satisfied by this objective?

Obviously it is the need of the company as a whole. The specific objective of the programme (the second kind of objective) is to lower the levels of stress that individuals experience in their work situation. Whose need is satisfied by this objective? Clearly it is the need of each individual employee to experience less stress.

## Activity 3

Consider the scenario described in A–Z: Consultation scenario for a stress management programme. Do the objectives of the psychological programme meet the needs of the target population? Justify your answer.

### Note:

To answer this question properly one has to answer the following sub-questions, and then combine the answers into a single answer:

1. Who is the target population?
2. What are the needs of the target population?
3. What are the objectives of the psychological programme?
4. Do the objectives fit the needs?

## Answer

The target population of the psychological programme are the personnel or employees working at the company. These individuals need to maintain their high levels of performance in high pressure situations. The constant pressure causes stress. The individuals need to learn how to handle stress in their work environment. The psychological programme aims to provide psychological information and advise to help individuals gain insight and to develop behaviour patterns that would enable them to cope with stressful events in the work situation. There seems to be a good fit between the programme objectives and the needs of the target population.



## 04

Indicate the relevance and comprehensiveness of the programme content

Resource

LO B1502-COS

LO B1502-HMB

LO B1502-IPR

LO B1502-NGF

LO B1502-NOF

LO B1502 -NSC

LO B1502-POW

A-Z: Consultation interview

A-Z: Psychological programmes

A-Z: Consultation scenario for a stress management programme

A-Z: Psychological programme: Content for stress management

A-Z: Psychological programme for stress management

You are able to indicate the relevance and comprehensiveness of the programme content if you:

- 01 recognise the programme content
- 02 recognise the programme objectives
- 03 recognise the relevance of the programme content in terms of the programme objectives
- 04 recognise whether the programme content is sufficient to realise the programme objectives.

### Activity 1

Read the following resources:

A-Z: Consultation scenario for a stress management programme

A-Z: Psychological programmes

A-Z: Psychological programme for stress management

### Comment

Now the task becomes more difficult. It becomes clear why one has to be a qualified psychologist to develop a psychological training programme. So far it was not difficult to see that the programme aims to reduce stress levels by providing psychological information and advise that would help people to handle stressful situations. But the question is: What psychological information should be provided, and how should the information be conveyed so that individuals could benefit from the training? One has to be trained in psychology to understand how people react under stressful situations, and why individuals act in particular ways. It takes a lot of training in psychology to be able to look beyond behaviour patterns to try to see the psychology that explains the behaviour. One has to understand the psychology behind the behaviour in order to be able to design an intervention strategy that works. Psychological intervention strategies are designed in terms of the psychology behind behaviour, and not in terms of the behaviour itself. A psychological intervention strategy aims to change people at a psychological level. If an individual's psychology changes then his/her behaviour pattern changes.

### Activity 2

Compare the information about programme content provided in A-Z: Consultation scenario for a stress management programme with the information about programme content provided in A-Z: Psychological programme for stress management. Which one of these resources indicates a more comprehensive content?

1. A-Z: Consultation scenario for a stress management programme, because the additional content mentioned in A-Z: Psychological programme for stress management is irrelevant
2. A-Z: Psychological programme for stress management, because A-Z: Consultation scenario for a stress management programme fails to cover all the relevant areas
3. Both, because their indications of content are equally comprehensive
4. Not one of these, because it is the relevance of content that counts in the first instance, not its comprehensiveness.

## Answer

Alternative answer 2 is correct. But at this stage 4 may be the best answer.

## Comment

Alternative answer 2 is correct. A–Z: Psychological programme for stress management clearly indicates a more comprehensive content. It includes the content referred to in A–Z: Consultation scenario for a stress management programme, and in addition adds to the list the areas of feelings and group functioning. However, the best answer probably is 4. It is true that we cannot consider the comprehensiveness of content before the relevance of content. Content can only be comprehensive (that is, cover all the necessary material) if the material it covers is relevant. In other words, one has to consider the relevance of the content indicated in these resources. Are all the concepts and ideas indicated in A–Z: Psychological programme for stress management really relevant to the central topic of stress management? One would not know unless one is prepared to explore the indicated topics to see how they relate to the stress and stress management.

## Activity 3

Use LO B1502-COS to explore the concept of stress.

## Activity 4

Make a list of the topics related to stress that may be relevant to a psychological stress management programme.

## Activity 5

In general, how relevant do you think the concept of stress is for the development of a stress management programme? Rate the relevance of the concept of stress on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

## Activity 6

Use LO B1502-POW to explore the psychology of work.

## Activity 7

Make a list of the topics related to work that may be relevant to a psychological stress management programme.

## Activity 8

In general, how relevant do you think the concept of work is for the development of a stress management programme? Rate the relevance of the concept of work on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

## Activity 9

Use LO B1502-HMB to explore the nature of human motivated behaviour.

## Activity 10

Make a list of the topics related to human motivation that may be relevant to a psychological stress management programme.

## Activity 11

In general, how relevant do you think the concept of motivation is for the development of a stress management programme? Rate the relevance of the concept of motivation on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

## Activity 12

Use LO B1502-NOF to explore the nature of feelings.

### Activity 13

Make a list of the topics related to the nature of feelings that may be relevant to a psychological stress management programme.

### Activity 14

In general, how relevant do you think the concept of feelings is for the development of a stress management programme? Rate the relevance of the concept of feelings on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

### Activity 15

Use LO B1502-IPR to explore the nature of interpersonal relationships.

### Activity 16

Make a list of the topics related to interpersonal relationships that may be relevant to a psychological stress management programme.

### Activity 17

In general, how relevant do you think the concept of interpersonal relationships is for the development of a stress management programme? Rate the relevance of the concept of interpersonal relationships on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

### Activity 18

Use LO B1502-NGF to explore the nature of group functioning.

## Activity 19

Make a list of the topics related to group functioning that may be relevant to a psychological stress management programme.

## Activity 20

In general, how relevant do you think the concept of group functioning is for the development of a stress management programme? Rate the relevance of the concept of group functioning on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

## Activity 21

Use LO B1502-NSC to explore the notion of self-concept.

## Activity 22

Make a list of the topics related to the concept of self that may be relevant to a psychological stress management programme.

## Activity 23

In general, how relevant do you think the concept of self is for the development of a stress management programme? Rate the relevance of the concept of self on a five point scale, ranging from highly relevant to highly irrelevant, and justify your rating (that is, explain why you choose the particular rating).

Highly irrelevant	[ ]	Justify your choice:
Irrelevant	[ ]	
Unsure	[ ]	
Relevant	[ ]	
Highly relevant	[ ]	

## Activity 24

Read the following resource:

A–Z: Psychological programme: Content for stress management.

## Activity 25

Compare the topics you listed, and your ratings of the relevance of particular fields of knowledge with the information provided in A–Z: Psychological programme: Content for stress management. Revise your listing and ratings of the various topics where necessary.

## Activity 26

Evaluate the relevance and the comprehensiveness of the content indicated in A–Z: Psychological programme for stress management. Do you agree that the indicated programme content is relevant and comprehensive?

## 05

Indicate the relevance and comprehensiveness of the programme resources

Resource

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

You are able to indicate the relevance and comprehensiveness of the programme resources if you:

- 01 recognise the resources required by the programme
- 02 recognise the relevance of the listed resources in the light of the required resources
- 03 recognise the sufficiency of the listed resources in the light of the required resources.

## Activity 1

Read the following resources:

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

## Activity 2

Indicate whether the resource list is relevant in your opinion.

### Answer

The resource list is relevant if all the items on the list are required for the development and implementation of the programme. Consider each item on the resource list and decide whether it constitutes a necessary resource. In other words, ask yourself: Can the programme be developed and implemented without this item? If the answer is yes, the item is not necessary, and the list is not absolutely relevant. For example, suppose the programme resource list listed the use of an aeroplane without motivating what it would be required for. Then this item would not be necessary, and therefore irrelevant, and the list would not be entirely relevant.

## Activity 3

Indicate whether the resource list is comprehensive in your opinion.

### Answer

The resource list is comprehensive if no resources have been left out. To determine whether re-

sources have been left out one has to consider the development and the implementation phases of the entire programme. Ask yourself: Can the programme be developed and implemented with the resources on the list, or are there aspects of the programme that one will not be able to develop and implement? If one determines that the programme can be developed and implemented with the resources on the list the list is comprehensive. For example, suppose the list did not mention software and computers, then the list would not be comprehensive because it would not be possible to develop and implement the electronic version of the programme.

## 06

Indicate whether the programme method is appropriate

Resource

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

You are able to indicate the appropriateness of the programme method if you:

- 01 recognise the nature of the programme method
- 02 recognise the nature of the target population
- 03 recognise the nature of the needs of the target population
- 04 recognise whether the programme method is appropriate in the light of the nature and the needs of the target population.

### Activity 1

Read the following resources:

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

### Activity 2

Describe the nature of the programme method as outlined in A–Z: Psychological programme for stress management.

Answer

The information about the method of implementation is provided in Tables 1, 2 and 5.

### Activity 3

Indicate whether you think the programme method is appropriate in the light of the nature and the needs of the target population.

Answer

The programme method provides for different ways of doing the programme. Given the high pressure information technology environment in which the programme participants function it is a good idea to provide them with different options (different programme types) as illustrated in Table 5. It means people can choose an option that suites them best in their particular situations. The electronic version of the programme should not provide a problem for most of these workers

as they are employed in an information technology environment. Therefore the electronic version seems a viable alternative to the more traditional approach of working from printed guides. Moreover, although the DVD based workshops are expensive to develop they could save money in the long run.

## 07

Indicate the feasibility of the programme implementation plan

Resource

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

You are able to indicate the feasibility of the programme implementation plan if you:

- 01 recognise the nature of the programme implementation plan
- 02 recognise the implications of the programme implementation plan.

### Activity 1

Read the following resources:

A–Z: Psychological programmes

A–Z: Psychological programme for stress management

### Activity 2

Describe the nature of the programme implementation plan as outlined in A–Z: Psychological programme for stress management.

Answer

The information concerning the programme implementation plan is indicated in Table 4.

### Activity 3

Indicate whether you think the programme implementation plan is feasible.

Answer

The programme implementation plan describes a careful approach to implementing the programme by putting the programme through a test phase, followed by a provisionally operational phase before going fully operational. Although the inclusion of a provisional operational phase is more costly it ensures a higher quality programme and therefore may lead to a longer lifespan for the fully operational programme, saving money in the end because programme development is so costly. In addition one should keep in mind that the programme starts to take in participants from the first cycle. Therefore the test and provisional operational phases are not unproductive phases. Training and accrediting of participants take place during these phases.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.



## A1502–DRP

### Learning opportunity

# Learn to research a psychological topic

## OUTCOME PRODUCT

### Description

A research report

### Standards

The research report should describe the nature and outcomes of a specific project, and should be structured properly.

### Assessment criteria

The research paper complies with the required standards if:

- 01 the research problem is indicated
- 02 the design of the study is indicated
- 03 the method of data collection is indicated
- 04 the method of data analysis are indicated
- 05 and results of data analysis are indicated
- 06 the meaning of the results is indicated
- 07 the report is presented in written text.

## METHOD

### 01

Formulate the research problem

You are able to formulate the research problem if you:

- 01 recognise the research issue
- 02 contextualise the research issue
- 03 recognise the relevant variables.

## Resource

LO B1502-SOP

LO A1502-PPR: The additional resource material (A brief note on the living environment) provided at the end of this learning opportunity

A–Z: Consultation interview

A–Z: Consultation scenario for a psychological research project

## Activity 1

Read the following resources:

A–Z: Consultation interview

A–Z: Consultation scenario for a psychological research project

## Activity 2

Which of the following do you see as the fundamental problem or problems that the NGO for community development is struggling with?

1. How to create a new kind of community development programme
2. The relationship between people and community
3. The definition of target communities
4. 2 and 3.

## Answer

Alternative 4.

## Comment

The NGO for community development is not trying to create new kinds of development programmes. They blame the failure of previous programmes not on the programmes themselves but on the fact that the programmes address needs that may not be the proper needs of the people who participate in the programmes. The problem that the NGO is struggling with is how to define the target community of a programme in such a way that they can be certain that the people who are perceived to be members of the community do in fact consider themselves to be members of the community in question.

## Activity 3

Which of the following do you see as the fundamental shift or shifts that the NGO for community development is making in their approach?

1. The shift towards a new approach to creating community development programmes
2. The shift in their understanding of the nature of the relationship between people and community
3. The shift towards a new definition of community
4. 1 and 2.

## Answer

Alternative 2.

## Comment

The NGO is not shifting towards a new definition of community. They are shifting towards a new

way of defining the nature of community. Furthermore, although it is true that the NGO is shifting towards a new approach to creating development programmes, this is not the fundamental shift that is taking place. The fundamental shift basic to all the changes that the NGO wants to introduce in their approach to programme development has to do with a shift in their understanding of the nature of the relationship between people and community. Previously they viewed the relationship in terms of people living in existing communities. Now they want to approach the situation differently. They want to ask people to indicate what their communities are from their personal points of view.

#### Activity 4

It is time to explore relevant fields of knowledge. Two fields of knowledge that may be relevant to understanding the relationship between people and community are the living environment, which deals with the relationship between people and the environment in which they exist, and societal patterns, which deals with the relationship between people and the society in which they exist. Use LO B1502-NSP as well as the additional resource material, provided at the end of LO A1502-PPR to explore these fields of knowledge.

#### Activity 5

What kind of person-community relationship is presupposed by the NGO for community development in their new approach to community development programmes?

Answer

The transactional approach.

#### Activity 6

How does the shift towards a transactional view of the relationship between people and community affect the definition of community?

Answer

Your answer should indicate the following:

The shift towards a transactional view of the relationship between people and community means:

1. communities cannot be predefined by outsiders
2. the perceptions of community are interpretations offered by the people involved
3. communities are cognitively structured by people, that is, communities are perceived in terms of people's personal frames of reference, and are structured by categorising community features conceptually
4. community and people have to be treated as two integral and inseparable components of an ongoing process, which means community cannot be assigned a fixed meaning. Communities change as people recreate them, and as people are redefined by their changed

communities, thus once more recreating those communities, and getting redefined by them again, in an non-ending continuous process.

### Comment

Note that although most of the information on the transactional approach comes from the resource material on the physical environment, the concepts are equally valid for the social aspects of a community.

### Activity 7

In light of the fact that the natures of communities cannot be assigned fixed meanings, do you think it is necessary to manage the expectations of the NGO for community development? Provide the reason for your answer.

### Answer

Yes, it seems necessary to manage the expectations of the NGO for community development, the reason being that the project manager wants you to help them find a method for defining target communities in such a way that it incorporates the complexities of people's perceptions of their community.

### Activity 8

How would you manage the expectations of the NGO for community development?

### Answer

This is a difficult question, and not everybody will agree on how to do this. The following is a suggestion, and not the only approach to the situation:

1. State the problem:  
Inform the NGO for community development that there are academic reasons to believe that one should not try to define the nature of a community as such. Justify your statements with proper explanations of the nature of the transactional approach, and how it fits with what the NGO wishes to achieve.
2. Offer a solution:  
As the transactional approach focuses on the relationship between people and community it may be a good idea to focus on people's community awareness instead of putting the emphasis on the nature of people and the nature of community. Community awareness refers to a person's awareness of community aspects that influence his/her personal life. Problematic issues in a community are one aspect of community life that is sure to influence people's lives and that people are most likely to be aware of. Instead of designing community development programmes that target communities one should develop programmes that target community issues that are foremost in people's community awareness.
3. Offer an action plan:

Offer to design a research project that could be used to determine people's awareness of problematic issues in their communities. You suspect that the level and content of people's community awareness may differ for rural and urban settings, and socio-economic status, and also that men and women, and older and younger people may not have the same kind of community awareness. If the level and content of community awareness differs for different levels of socio-economic status, for people in rural and urban settings, and for men and women, and for younger and older people it means that community development programmes have to be adjusted and tailored to address specific kinds of community awareness.

### Activity 9

Use LO B1502-SOP to explore the science of psychology.

### Activity 10

List the variables that would play a role in the research project you suggested to the project manager of the NGO for community development.

#### Answer

1. Content of community awareness
2. Level of community awareness
3. Location (urban and rural)
4. Socio-economic status
5. Gender
6. Age.

## 02

Design the research study

Resource

LO B1502-NSP

LO B1502-SOP

A–Z: Consultation interview

A–Z: Consultation scenario  
for a psychological  
research project

You are able to design the research study if you:

- 01 recognise the dependent and independent variables
- 02 indicate how the variables are operationalised
- 03 indicate how the data are to be collected.

### Activity 1

Categorise the variables, content and level of community awareness, socio-economic status, location, gender and age as dependent and independent variables.

#### Answer

1. Independent variables  
Socio-economic status  
Location

Gender

Age.

2. Dependent variables

Content of community awareness

Level of community awareness.

### Comment

The values of independent variables are known before the research begins. The values of dependent variables are determined by means of the research study. A person's socio-economic status, his/her location, his/her gender (male or female), and his/her age exist before the research begins. But the content and the level of a person's community awareness are determined by means of the research study.

### Activity 2

The next step is to operationalise the variables, in other words to determine how the variables are to be measured. Location (rural or urban), gender (male or female) and age (number of years since a person's birth) do not pose a problem. Economic status is easy to verify in terms of a person's annual income. However, annual income figures are not always a good indication of a person's socio-economic status. Therefore one may choose to operationalise this variable by identifying three levels of socio-economic status, namely high, middle and low, based on where the person and his/her family live. Simply consider the person and/or family's living conditions in terms of the society as a whole (not in terms of the particular community). If they live under conditions that few people in the broader society can afford, they are categorised as high on socio-economic status. If they live under poor conditions they are categorised as low on the socio-economic status. If they are neither high nor poor, they have to go into the socio-economic middle category. Community awareness is more difficult to operationalise. It involves psychological knowledge. One has to be trained in psychology because this kind of operational definition involves theoretical matters. There are various ways in which the concept of community awareness can be operationalised, but let's assume that you as a trained psychologist decide to operationalise community awareness in terms of awareness of societal issues. In order to decide how to do this you have to explore a relevant field of knowledge. As a trained psychologist you know that a relevant field would be the field covering information about societal patterns. So you have to explore the field of societal patterns to see what information you can find about societal issues. Use LO B1502-NSP to explore the field of societal patterns. Do this now. After exploring the relevant information you may decide to operationalise the content of community awareness as the three most pressing societal issues listed by an individual in the community, and you may decide to operationalise the level of community awareness as the correspondence between an individual's content of community awareness and the content of community awareness of the community as a whole. In the light of these deliberations, list the relevant variables and indicate how you would operationalise each of them.

## Answer

### A Independent variables

#### 1. Socio-economic status:

This variable has three levels:

High:	People living in conditions that few people in society can afford
Middle:	People who belong in neither the high nor the low category
Low:	People living in very poor conditions.

#### 2. Location

This variable has two levels:

Urban:	People living in urban settings
Rural:	People living in rural settings

#### 3. Gender:

This variable has two levels:

Male:	People who are biologically male
Female:	People who are biologically female

#### 4. Age:

This variable has many levels, and is called a continuous variable because of the many levels. A subject's age is operationalised as the number of years since a subject's birth.

### B Dependent variables

#### 1. Content of community awareness

This variable has six categories:

Violence:	Physical, verbal and other kinds of violence in the community
Poverty:	Many people in the community not having proper housing and often going hungry
Racism:	People in the community being discriminated against or being exploited on the basis of race
Multiculturalism:	Problems in the community of different cultures clashing with each other
Gender issues:	People in the community being discriminated against or being exploited on the basis of their gender.

Community development:

There are situations in the community that need attention  
People are asked to rank the six societal issues from most pressing to least pressing.

#### 2. Level of community awareness

This variable has five levels:

Very high:	if the three top societal issues on the person's list are the same as the three top issues listed by the community as a
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	whole, and if the three top issues are listed in the same rank order.
High:	if the three top societal issues on the person's list are the same as the three top issues listed by the community as a whole
Medium:	if two of the three top societal issues on the person's list are the same as the three top issues listed by the community as a whole
Low:	if one of the three top societal issues on the person's list is the same as the three top issues listed by the community as a whole
Very low	if none of the three top societal issues on the person's list are the same as the three top issues listed by the community as a whole.

### Activity 3

You have to indicate how data are to be collected. Data collection is a function of the definition of the target population. In this case the target population is the population for which community development programmes have to be developed. According to the project manager the NGO for community development plans to implement their community development programmes on a national basis. Indicate how the research data should be collected.

### Answer

Your answer should indicate the following: Because the NGO's community development programmes are to be implemented on a national basis the sample for the research study has to be selected nationwide. Various kinds of communities have to be involved, ranging from rich to poor communities in rural as well as urban settings. A sufficient number of individuals have to be selected from each community to ensure that the community is fairly represented by the individuals in question. A number of field workers have to be appointed across the country to interview and collect the data from the selected members of the selected communities.

## 03

Collect the data for the research study

Resource

A sample of subjects

Two forms per subject to capture the required data

You are able to collect the data for the research study if you:

- 01 select an appropriate sample of subjects
- 02 get the appropriate information from the subjects.

### Activity 1

It is time to exchange the armchair part of the research study for real field work. Consider yourself as one of the many field workers across the country, collecting data for this project. Each field worker explores a single community, namely the community where he/she lives. Consider the community where you live and consider the differences within the community. You want to keep these differences in mind so that you can select different people for your project. Remember the sample you select should represent the community. If you do not include people



representing the differences in your community your sample is not a true reflection of the community. The more differences there are in your community the larger your sample should be to include individuals who represent those differences. The people you include in your sample are called research subjects. Select at least ten research subjects, but try to get more. An ideal situation would be to select about 30 subjects for your project. This is not difficult to do because the research takes very little time per research subject.

## Activity 2

Prepare two forms for each subject. The first form should look like this:

Subject number: [.....]
What do you think are the most important issues in your community? Please rank the following issues from most pressing (1) to least pressing (6) by putting an appropriate number next to the issue in
[...] Violence in my community
[...] Poverty in my community
[...] Racism in my community
[...] Multiculturalism in my community
[...] Sexism in my community
[...] My community needs development badly

Fill in a unique number for the subject before you ask the subject to complete the form. When you approach a subject to complete the form ask him/her if he/she will be prepared to partake in the project. Explain that the project aims to determine the content of community awareness. Indicate that the research is anonymous and that the subject's name is not required, and that the number is used for cross reference purposes only. Remember to ask the subject how old he/she is.

Wait for the subject to complete the form. And thank him/her for his/her cooperation.

Prepare a second form. The second form is for your purposes and is not seen by the subject. On this form you indicate the unique number for the subject (this number is used to link the two forms without having to use the subject's name), the subject's socio-economic status, location, gender, age, community awareness content (the top three issues listed by the subject) and the subject's community awareness level. Note that you will not be able to complete the subject's community awareness level before you have the information from all the subjects in your sample.

The second form should look like this:

Subject number: [.....]
Socio-economic status
[...] High
[...] Middle
[...] Low

Location

[...] Urban  
[...] Rural

C: Gender

[...] Male  
[...] Female

D: Age

[...] Years

E: Content of community awareness

Issue listed most pressing [.....]  
Issue listed second most pressing [.....]  
Issue listed third most pressing [.....]

F: Level of community awareness

[...] Very high  
[...] High  
[...] Medium  
[...] Low  
[...] Very Low

## 04

Analyse the collected data

Resource

Data forms containing collected information

A–Z: Information analysis:  
Correlation between variables

A–Z: Information analysis:  
Difference between groups

You are able to analyse the collected data if you:

01 calculate the correlation between specified variables appropriately

02 calculate the difference between specified groups appropriately.

### Activity 1

After completing the data collection phase of the project, compile a table like the one indicated below. List the six societal issues. For each issue count the number of times the issue was listed first, second and third. Sum the counts for each issue and write the value in the total column. The three issues with the highest total frequencies reflect the community awareness content indicated by the sample of subjects

	1	2	3	Total
Violence	[.....]	[.....]	[.....]	[.....]
Poverty	[.....]	[.....]	[.....]	[.....]
Racism	[.....]	[.....]	[.....]	[.....]
Multiculturalism	[.....]	[.....]	[.....]	[.....]
Sexism	[.....]	[.....]	[.....]	[.....]
Community development	[.....]	[.....]	[.....]	[.....]

Here is an example:

	1	2	3	Total
Violence	[.9.]	[.7.]	[.9.]	[.25.]
Poverty	[.6.]	[.4.]	[.6.]	[.16.]
Racism	[.3.]	[.4.]	[.5.]	[.12.]
Multiculturalism	[.5.]	[.6.]	[.3.]	[.14.]
Sexism	[.2.]	[.3.]	[.3.]	[.8.]
Community development	[.7.]	[.6.]	[.8.]	[.21.]

The content of community awareness indicated by the sample as a whole is reflected by the three societal issues with the highest totals:

1. Violence
2. Community development
3. Poverty.

Next determine the level of community awareness for each research subject in the sample by comparing the subject's list of the three most pressing issues with the list obtained from the sample as a whole. List the subject's level of community awareness as Very High, High, Medium, Low or Very Low depending on the amount of correspondence between the subject's list and the list obtained from the sample as a whole.

Here are two examples:

Suppose subject 013 rated the societal issues as follows:

D: Content of community awareness

Issue listed most pressing	[...Community development...]
Issue listed second most pressing	[...Violence..... ]
Issue listed third most pressing	[...Poverty..... ]

Then subject 013 is rated as follows:

E: Level of community awareness

- [.....] Very high
- [.√.] High
- [.....] Medium
- [.....] Low
- [.....] Very Low

because the three top societal issues on the person's list are the same as the three top issues listed by the community as a whole but are not listed in the same rank order.

Suppose subject 021 rated the societal issues as follows:

D: Content of community awareness

Issue listed most pressing            [...Violence.....]  
Issue listed second most pressing    [...Racism.....]  
Issue listed third most pressing      [...Multiculturalism.....]

Then subject 021 is rated as follows:

E: Level of community awareness

[.....] Very high  
[.....] High  
[.....] Medium  
[√.] Low  
[.....] Very Low

because only one of the three top societal issues on the person's list is the same as the three top issues listed by the community as a whole.

## Activity 2

Determine if there is a relationship between socio-economic status and level of community awareness. A–Z: Information analysis: Correlation between variables explains how to calculate the relationship. Note: You have to assign numerical values to the categories before you can calculate the relationship. Do this by assigning:

5 to the Very High category  
4 to the High category  
3 to the Middle or Medium categories  
2 to the Low category  
1 to the Very Low category

In other words, if somebody is in the Middle class on the socio-economic scale then he/she is assigned the value 3 for socio-economic status. And if he/she has a high level of community awareness, he/she is assigned the value 4 for community awareness. Follow the method illustrated in A–Z: Information analysis: Correlation between variables to calculate the correlation between socio-economic status (variable X) and the level of community awareness (variable Y) and indicate whether the relationship is a significant relationship.

## Comment

Note that if everybody in your sample has the same socio-economic status the value of the relationship will be naught. The reason is that if everybody in your sample has the same socio-economic value the socio-economic variable does not vary. Then it is not a variable, it is a constant. The relationship with a constant is always zero.

## Activity 3

Determine whether men and women differ with regard to level of community awareness A–Z: Information analysis: Difference between groups explains how to calculate the difference between

groups. Note: you have to assign numerical values to the categories before you can calculate the difference. Do this by assigning:

- 5 to the Very High category
- 4 to the High category
- 3 to the Middle or Medium categories
- 2 to the Low category
- 1 to the Very Low category

Follow the method illustrated in A–Z: Information analysis: Difference between groups to calculate the difference between the groups (Consider Group A the male group and Group B the female group), and indicate whether the difference is a significant difference.

#### Activity 4

Determine if there is a relationship between age and level of community awareness. A–Z: Relationships between variables explains how to calculate the relationship. Note: The age variable is expressed in terms of numerical values, but you have to assign numerical values to the level of community awareness categories before you can calculate the relationship. Do this by assigning:

- 5 to the Very High category
- 4 to the High category
- 3 to the Medium category
- 2 to the Low category
- 1 to the Very Low category

In other words, if somebody is 30 years old his/her age variable has the value 30, and if he/she has a high level of community awareness, he/she is assigned the value 4 for community awareness. Follow the method illustrated in A–Z: Relationships between variables to calculate the correlation between age (variable X) and the level of community awareness (variable Y) and indicate whether the relationship is a significant relationship.

#### Activity 5

It is unlikely that you will be able to do this activity because few researchers will be able to select a sample of a community that exists in both a rural and an urban setting. However, if your sample are not restricted to either rural or urban people, but contains both rural and urban people you can calculate the difference between rural and urban people with regard to their levels of community awareness. Resource A–Z: Information analysis: Difference between groups explains how to calculate the difference between groups. If your sample contains only rural or only urban people you cannot calculate this difference because your location variable does not vary – it has a constant value (either rural or urban). In other words, your location variable is not a variable, it is a constant.

## 05

Indicate the results of the analysed data

You are able to indicate the results of the analysed data if you:

- 01 list the results
- 0 indicate whether the results are significant.

## Resource

Data forms containing collected information

A–Z: Information analysis:  
Correlation between variables

A–Z: Information analysis:  
Difference between groups

## Activity 1

Indicate the results of your study by writing a paragraph as indicated below. If you were unable to calculate some of the statistical values because your sample did not vary on the particular variables (in other words, if some of those variables turned out to be constants) you can leave out the references to those constants.

Use the information gained from your study, fill in the missing information, and delete the phrases that are not applicable. Then put the sentences together to constitute a single paragraph.

Here are the sentences that you should edit and then put together to form a single paragraph:

1. The research study showed that socio-economic status <is related to> / <is not related to> the level of community awareness.
2. *Add the following sentence if your results show a significant relationship between socio-economic status and level of community awareness:*  
The direction of the relationship between socio-economic status and level of awareness shows that <people with higher socio-economic status have a higher level of community awareness> / <people with higher socio-economic status have a lower level of community awareness>.
3. Men and women <differ significantly from each other> / <do not differ significantly from each other> with regard to their level of community awareness.
4. *Add the following sentence if your results show a significant difference between men and women with regard to their levels of community awareness:*  
The direction of the difference between men and women shows that <men have a higher level of community awareness> / <that women have a higher level of community awareness>.
5. Age <is significantly related to> / <does not relate significantly to> the level of community awareness.
6. *Add the following sentence if your results show a significant relationship between age and level of community awareness:*  
The direction of the relationship between age and level of awareness shows that <older people have a higher level of community awareness> / <younger people have a higher level of community awareness>.
7. *Add the following sentence if your sample contains both rural and urban settings:*  
Rural and urban folk <differ significantly> / <do not differ significantly> with regard to their level of community awareness.
8. *Add the following sentence if your results show a significant difference between rural and urban folk with regard to their levels of community awareness:*  
The direction of the difference between rural and urban folk shows that <people living in rural settings have a higher level of community awareness> / <that people living in urban settings have a higher level of community awareness>.

## 06

Indicate the meaning of the results

You are able to indicate the meaning of the results if you:

- 01 indicate what consequences the results of your study have for the development of community development programmes.

Resource  
None

## Activity 1

Write a paragraph in which you indicate the meaning of the results in terms of the implications of significant findings as well as non-significant findings for the way the NGO for community development

### Answer

Your answer should indicate that in the case(s) of significant results the programmes have to be adjusted for group differences and have to be focused on particular groups (indicate which groups). In the case(s) of non-significant differences the programmes do not have to be adjusted for group differences and thus can have a more general focus instead of being tailored for particular groups.

## 07

Write the research report

You are able to write the research report if you:

- 01 structure your report in the form of a research essay
- 02 present an essay that is relevant and comprehensive.

Resource  
A–Z: Research essay

## Activity 1

Read the following resource:

A–Z: Research essay

## Activity 2

Write the research report in the form of a research essay.

### Answer

Your report should have a short and precise title, and should contain the following:

1. An introduction in which you state the research question, contextualise the matter and outline how the matter is dealt with in the rest of the report. In this case the introduction should indicate:
  - that community development programmes are tailored for particular communities, and that one needs a definition of a community to enable one to focus a programme for use in the particular community
  - that the definition of the nature of community is problematic (explain how it is problematic)
  - that the concept of community awareness may be used (instead of a definition of the nature of a community) to tailor and focus community development programmes
  - that one has to establish how community awareness relates to other factors so that one could use these factors to tailor and focus community development programmes
  - that socio-economic status, location, gender and age may be factors that relate to community awareness

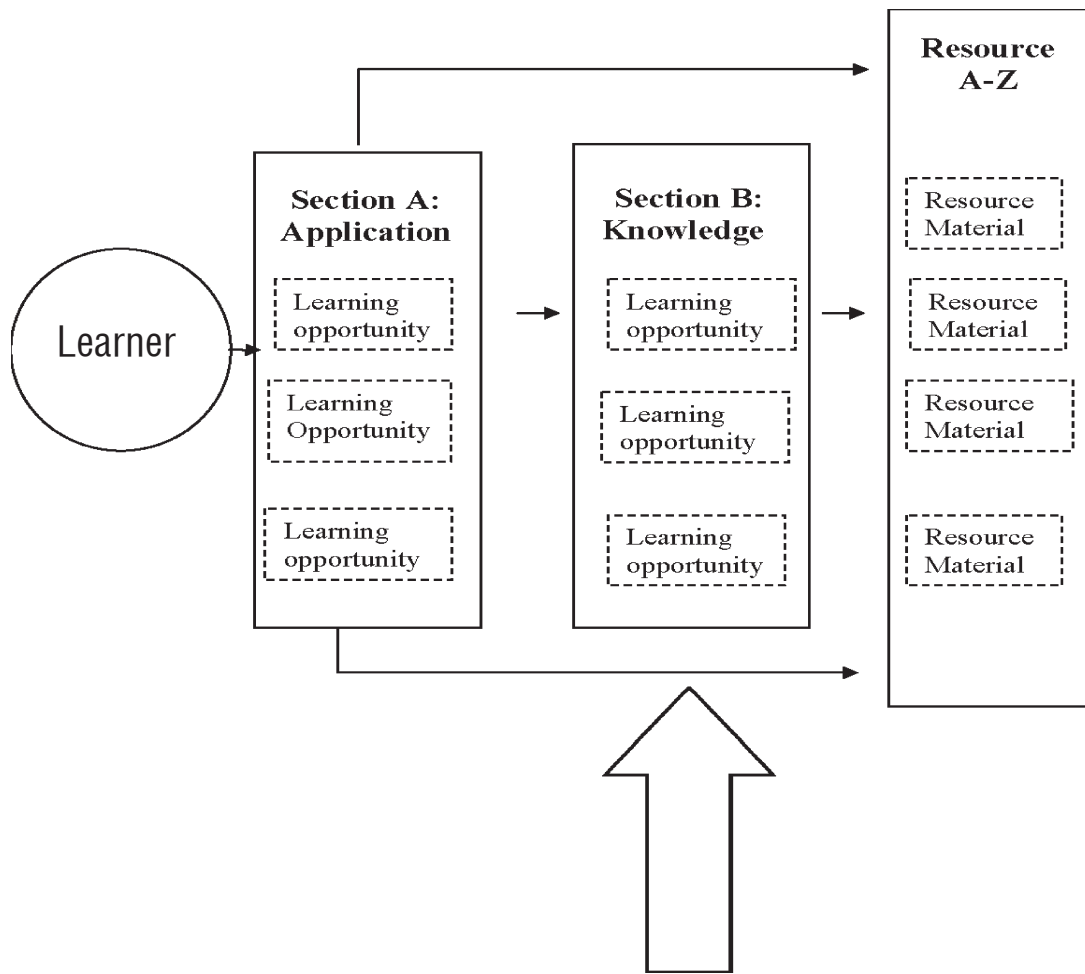
- that the present research paper presents the results of a research project to establish the correlation between socio-economic status and community awareness, the difference between men and women with regard to community awareness, and the correlation between age and community awareness. (Note that your sample would probably not include people from both rural and urban settings because your sample is a sample selected from a single community.)
2. A body in which you describe the research project, indicate how the data were collected and analysed, and provide the results of your study. In particular you should:
    - indicate that your study is part of a nationwide study to determine how particular factors relate to community awareness, and explain that your research focused on a particular community as part of the nationwide study
    - provide information about the community, for example indicate its geographical location, the number of people in the community and activities that take place in the community
    - indicate how you selected the sample for your study and describe the sample in terms of the total number of subjects, the number of subjects in the various categories of socio-economic status and location; how many men and women and their average age
    - indicate how the variables were operationalised
    - indicate how the data were collected
    - indicate how the data were analysed. Note that it is not necessary to show your calculations in a research paper, but you have to indicate the methods used for analysis. In this case you can say that the relationship between socio-economic status and level of community awareness as well as the relationship between age and level of community awareness were calculated and expressed as Pearson product moment correlation coefficients, (a coefficient is a number that indicates the degree of relationship between the variables), and that the differences between groups (male and female, and rural and urban) were expressed as t-values.
    - indicate the results of the analysis.
  3. A conclusion in which you summarise the project and provide the implications of the results. In particular you have to:
    - indicate that your study is part of a nationwide study to determine how particular factors relate to community awareness, and that the information is required for improving community development programmes
    - indicate that you looked at how particular factors relate to community awareness in a particular community
    - summarise your findings
    - indicate the implications of your findings for the development of programmes for community development.
  4. An abstract in which you provide a brief summary of the study. Remember, although you write the abstract at the end, it should be placed at the beginning of your essay, between the title of the essay and the introduction. The abstract should not be longer than 100 to 150 words. The abstract should indicate:
    - that a nationwide project aims to determine how factors such as socio-economic status, geographical location, gender and age relate to community awareness in order to improve the programmes aimed at community development



- that as part of the national study the present study investigated the role of these factors in a particular community (briefly indicate the nature of the community)
- the findings of the study
- the implications of the findings for programme development.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.



YOUR ARE HERE

B1502–COS

Learning opportunity

## Explore the concept of stress

### OUTCOME PRODUCT

#### Description

Knowledge of the concept of stress in psychology.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of stress is relevant and sufficient if:

- 01 the field of stress is reviewed comprehensively
- 02 the concept of stress is indicated
- 03 the basic processes that play a role in the experience of stress are indicated
- 04 the experience of stress is indicated as a response to environmental situations
- 05 the relationship between stress and performance is indicated
- 06 the relationship between stress and health is indicated.

### METHOD

#### 01

Review the field of stress

Resource

- Stress: The effects of stress
- Stress: The process of stress
- Stress: The psychophysiology of stress

You are able to review the field of stress if:

- 01 the main themes in the field of stress have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of stress

#### Activity 1

Read the following resource material:

- Information modelling: Visiograms
- Information modelling: Expandable tree structures
- Stress: The psychophysiology of stress
- Stress: The process of stress
- Stress: The effects of stress
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of stress.

Answer

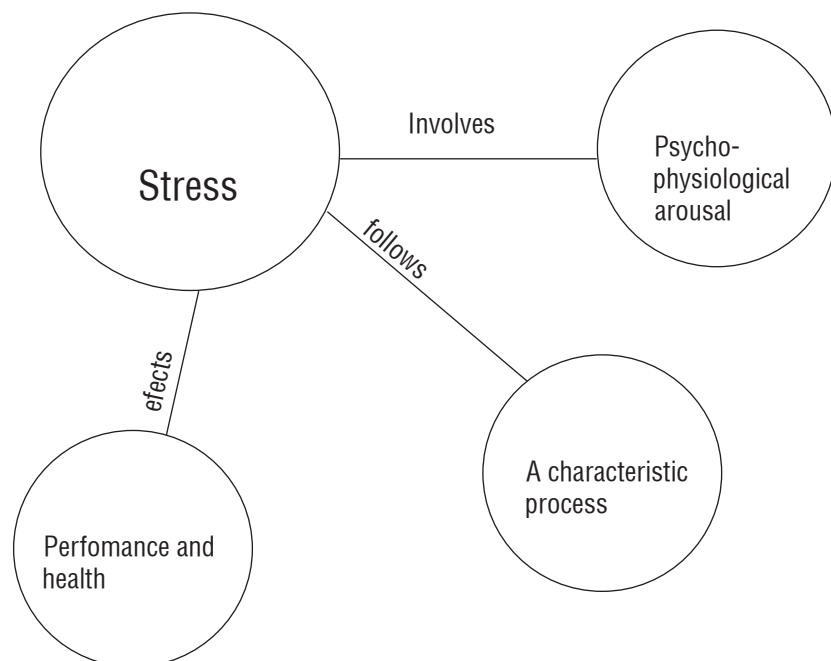
Your answer may differ slightly from the following, but it should nevertheless include these main points:

1. Stress involves psycho-physiological arousal
2. Stress is a process that follows a characteristic pattern
3. Stress affects performance and health.

## Activity 3

Model the main themes of the field of stress in the form of a visiogram.

Answer

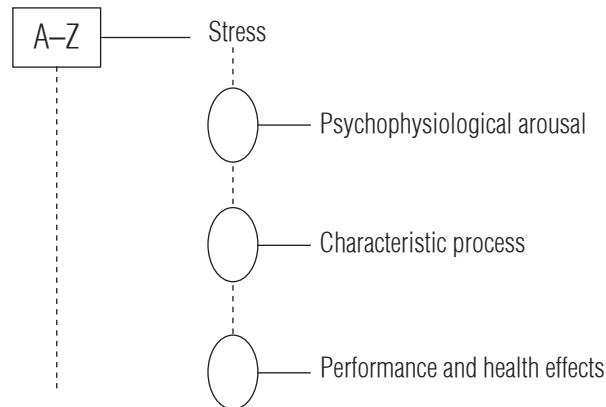


## Activity 4

Model the main themes of the field of stress in the form of an expandable tree structure.

## Answer

Indicate the concept of stress



## 02

Indicate the concept of stress

Resource

From A–Z:

- Stress: The process of stress
- Stress: The psychophysiology of stress

You are able to indicate the concept of stress if:

- 01 stress is recognised as an emotional response to circumstances and events that threaten us and challenge our coping abilities
- 02 stress is recognised as a physiological response to physical and psychological demands
- 03 stress is recognised as a characteristic process that develops over time

### Activity 1

Read the following resource material:

- Stress: The psychophysiology of stress
- Stress: The process of stress

### Activity 2

Write a short paragraph in which you describe the concept of stress.

## Answer

Your paragraph should mention the following points:

1. stress is an emotional response to circumstances and events that threaten us and challenge our coping abilities
2. stress is a physiological response to physical and psychological demands called stressors
3. stress is a characteristic process that develops over time.

## 03

You are able to indicate the basic processes that play a role in the experience of stress if:

Indicate the basic processes that play a role in the experience of stress

Resource

From A–Z:

- Stress: The process of stress
- Stress: The psychophysiology of stress

- 01 the nature of physical tension is indicated
- 02 the nature of physical arousal is indicated
- 03 the nature of emotional tension is indicated
- 04 the nature of emotional arousal is indicated
- 05 the nature of psychophysiological arousal is indicated
- 06 the role that basic tension plays in one's reaction to stimuli is indicated
- 07 the role that autonomic homeostasis plays in one's reaction to stimuli is indicated
- 08 the nature of the general adaptation syndrome is indicated.

## Activity 1

Read the following resource material:

- Stress: The psychophysiology of stress
- Stress: The process of stress

## Activity 2

Define the term basic tension level.

Answer

Your definition should indicate that an individual's basic tension level is the level of tension that the individual experiences when he/she is in a state of relaxed wakefulness. This means that the individual is awake and relaxed, and not doing anything or not thinking about anything in particular.

## Activity 3

Explain the homeostatic regulation of basic tension.

Answer

Your explanation should include the following:

- (a) Basic tension is regulated by the autonomic nervous system
- (b) Basic tension depends on the balance (homeostasis) between the two subsystems of the autonomic nervous system, namely the sympathetic and the parasympathic systems
- (c) Sympathic stimulation causes increased tension and parasympathic stimulation causes decreased tension
- (d) Individuals differ with regard to their basic tension levels. For some individuals the point of balance between sympathetic and parasympathic stimulation (the basic tension level) is in the middle between these two subsystems. For some individuals the basic tension level (the point of balance) is much closer to the parasympathic side, and for others it is much closer to the sympathetic side.

## Activity 4

Provide a definition for the term emotional tension level.

## Answer

Your definition should indicate that emotional tension occurs when a stimulus has been interpreted, and a definite emotion starts to differentiate, causing a further increase in basic psychophysiological tension. Thus emotional tension refers to psychophysiological tension that is actually felt. In other words, emotional tension is tension that is subjectively experienced as psychophysiological tension accompanied by a particular emotion.

## Activity 5

Indicate the best definition of emotional liability. Emotional liability is:

1. one's level of tension when one is in a state of relaxed wakefulness
2. the rate and intensity with which homeostasis in the autonomic nervous system is disturbed in reaction to incoming stimuli
3. the amount of emotional tension that people can take before they stop functioning effectively
4. none of the above.

## Answer

Alternative 2.

## Comment

Emotional liability refers to the speed at which people react to incoming stimuli and become physically and emotionally tense. People with labile nervous systems react faster and more intensely to stressors than people with stable nervous systems. Statement 1 refers to basic tension level, and statement 3 refers to a person's emotional tension threshold. A person's emotional tension threshold is the level of emotional tension that he/she can handle before the tension starts to impair his/her functioning.

## Activity 6

Complete the following sentence:

The general adaptation syndrome is the way the human body ..... .

## Answer

.... reacts to stressful situations.

## Activity 7

Complete the following statement: The general adaptation syndrome consists of ... phases.

Answer

three

### Activity 8

Complete the following sentence:

The human body reacts to stressful situations by going through stages of .....

Answer

... alarm, resistance and exhaustion.

### Activity 9

List the main characteristics of:

1. the alarm phase
2. the resistance phase
3. the exhaustion phase
4. the general adaptation syndrome.

### Activity 10

Which phase (or phases) of the general adaptation syndrome is/are indicated in the following description?

It is as if the body is in a temporary state of shock. The body's level of resistance is lower than normal for that particular person. Muscle tone is poor and body temperature and blood pressure drop.

1. Alarm phase
2. Resistance phase
3. Exhaustion phase
4. All of the above.

Answer

Alternative 1.

## 04

Indicate the experience of stress as a response to environmental situations

You are able to indicate the experience of stress as a response to environmental situations if:

- 01 four assumptions of a contextual stress model are indicated
- 02 five phases of the stress response are indicated
- 03 the nature of the potential stress phase of the stress response is indicated
- 04 the nature of the primary appraisal phase of the stress response is indicated
- 05 the nature of the stress experience phase of the stress response is indicated



Resource

From A–Z:

- Stress: The process of stress

06 the nature of the secondary appraisal phase of the stress response is indicated

07 the nature of the coping phase of the stress response is indicated

### Activity 1

Read the following resource material:

- Stress: The process of stress.

### Activity 2

Answer the following question:

Which of the following is not one of the four assumptions underlying the contextual stress model? The assumption that:

1. the personalisation of environmental events and situations is only stressful to the extent that the individual perceives it as stressful
2. personal meanings are shared in an intersubjective way by groups of people and whole communities
3. stressors are universal because groups and communities experience the same environmental events and situations as stressful
4. the nature of the perceptual process plays a key role in five interdependent phases such as the feed-forward and feedback of information.

Answer

Alternative 3.

Comment

Four assumptions form the basis of the contextual stress model.

- (a) Environmental events and situations have personal meaning
- (b) Groups of people and total communities can share certain personal meanings in an intersubjective way
- (c) Stress is not limited to negative effects on people, groups and communities; positive stress is essential for life-fulfilling behaviour
- (d) There are five interdependent phases where the nature of the perceptual process plays a key role.

Principle (c) does not appear among the alternative answers to the question.

### Activity 3

Name five phases of the stress process.

Answer

The phase in which external events and circumstances:

1. exist as potential stressors

2. are appraised as primarily negative, neutral (or ambivalent) or positive in nature
3. are experienced as stressful
4. are appraised in terms of one's ability to cope with them
5. are consciously and actively coped with.

#### Activity 4

Indicate the meaning of the term potential stressor in the context of the stress process.

#### Activity 5

Indicate the three categories of potential stressors.

#### Activity 6

Which one of the following is a universally threatening stressor?

1. driving to and from work in heavy traffic
2. worry over where the next meal is coming from
3. the epidemic proportions of AIDS
4. daily sexual harassment.

Answer

Alternative 3.

Comment:

Universally threatening stressors are those threatening or uplifting events and circumstances that touch most people in a society – or the whole world. Alternative 1, 2 and 4 touch large numbers of individuals, but are not as far-reaching as the threat of AIDS.

#### Activity 7

Indicate the meaning of the term primary appraisal in the context of the stress process.

#### Activity 8

We perceive the meanings of the events and circumstances that surround us in terms of our biopsychosocial frame of reference. Give examples of biological, psychological and social aspects of an individual's frame of reference.

Answer

Biological aspects: Basic tension level

Psychological aspects: Emotional tension, temperamental traits, moods (prevailing emotive perceptions)

Social aspects: Psychosocial dynamics and cultural rules.

## Comment

An individual's basic tension level influences his/her emotional tension and emotional tension threshold that manifests itself as a temperamental style. In addition to one's temperamental style one's mood (prevailing emotive perception) influences how one reacts to external stimuli. The meaning of these external stimuli and circumstances is a function of one's social identity. The effect particular events and circumstances may have on one's life depends on one's position in society. It also depends on the cultural rules according to which one lives one's life.

## Activity 9

Answer the following question:

Can groups, communities and societies have biopsychosocial frames of reference? Justify your answer.

## Answer

This is a bit of a tricky question. Yes, stress is experienced not only at an individual level but also at group, community or society level. In other words, a group or a community or a society can experience stress in the same way as an individual experiences stress. Like an individual, a group, a community or a society perceives events and circumstances in terms of particular frames of reference. Events and circumstances are experienced in terms of the psychosocial dynamics, the cultural rules and the prevailing emotive perceptions of the group, community or society. It is not difficult to conceive of groups, communities and societies in terms of psychological and sociological factors, but what about a group's, a community's or a society's biology? Does a group, a community or a society have psychobiological dynamics? If one says, yes, the answer to the initial question is: Yes, groups, communities and societies do have biopsychosocial frames of reference. However, if one says, no, the answer is: No, groups, communities and societies do not have biopsychosocial frames of reference. They have psychosocial frames of reference. One's answer depends on one's definition of groups, communities and societies. If one thinks of a group, a community or a society as a collection of individuals one could argue that the psychobiological dynamics of a group, a community's or a society is merely the subtotal of the psychobiological dynamics of the individuals in that group, community or the society. However, if one considers a group, or a community or a society to be something that is more complex than the sum of the individuals that make up the group, the community or the society, it becomes more difficult to define the psychobiological dynamics of a group, a community or a society. Modern thinking upholds the idea that groups, communities and societies have identities that is much more than the sum of the individuals that constitute them. In other words, one should be careful and not deduce groups, communities and societies to collections of individuals. Groups, communities and societies are much more complex than this. Why this is so, is not difficult to see. For example, consider a very small group consisting of three individuals. Suppose the first individual has characteristic A, the second has characteristic B and the third has characteristic C. Then the group has characteristic A+B+C. However the group contains more than the sum of the characteristics. It also contains the relationships among these characteristics. For example, it contains information about the differences and the similarities between A and B, and between A and C, and between B and C.

## Activity 10

Write a paragraph in which you describe the concept stress experience.

### Answer

Your description should contain the following components:

1. An indication of what the term stress experience means: Stress experience is a feeling of emotional and physical tension, experienced as pressure
2. An indication of the different kinds of stress experiences: Positive, negative, positive-negative mixture and neutral
3. An indication of the effects of each kind of stress experience: – Positive: Anticipation of current or future beneficial challenging opportunities – Negative: Anticipation of current or future threat, injury or loss – Mixture: Anticipation of both threats and beneficial challenges resulting in feelings of ambivalence – Neutral: No specific anticipation.

## Activity 11

Indicate the meaning of the term secondary appraisal in the context of the stress process.

## Activity 12

Indicate six factors that influence the process and outcome of secondary appraisal of stress.

## Activity 13

One of the six factors that influence the outcome of secondary appraisal of stress is the experience of conflict. Which of the following is an example of an approach-avoidance conflict?

1. Thelma really wants a degree, but does not want to spend hours studying to get one
2. Gert is buying clothes but has to choose between two equally nice pairs of trousers because he can only afford one
3. John's mother asks him to tidy up the house or to prepare lunch, but he hates doing both
4. After graduating Themba must decide between two equally attractive offers of employment.

### Answer

Alternative 1.

### Comment

The question requires the identification of an example of an approach-avoidance conflict. This is a situation where someone desires one thing (wants to approach) but in order to get it has to face something unattractive (wants to avoid). An example of this appears in Alternative 1. Thelma desires a degree but wishes to avoid long study hours. Alternative 2 is an example of an approach-approach conflict. Alternative 3 is an example of an avoidance-avoidance conflict. Alternative 4 is an example of approach-approach conflict.

## Activity 14

Indicate three strategies of coping with stress.

## 05

Indicate the relationship between stress and performance

Resource

From A–Z:

- Stress: The effects of stress
- Stress: The process of stress

You are able to indicate the relationship between stress and performance if:

- 01 the relationship between psychophysiological arousal and performance is indicated
- 02 the Yerkes-Dodson law of the relationship between stress and performance is indicated
- 03 people's reactions in real life stress situations are indicated

## Activity 1

Read the following resource material:

- Stress: The effects of stress
- Stress: The process of stress

## Activity 2

Describe the basic relationship between psychophysiological arousal and performance.

### Answer

Your answer should contain the following elements:

1. The relationship between psychophysiological arousal and performance shows a definite pattern regardless of the nature of the stressors.
2. The pattern describes the following relationship: Up to a certain point performance increases as psychophysiological arousal increases. After this point further increases of psychophysiological arousal leads to decreased performance.

## Activity 3

Which one of the following statements is true?

1. Psychophysiological arousal is a function of performance
2. Performance is a function of psychophysiological arousal

### Answer

Alternative 2.

### Comment

To answer this question one has to understand what is meant by the expression that something is a function of something else – for example, that  $y$  is a function of  $x$ . This expression simply means that if  $x$  changes then  $y$  changes in a particular way. In other words, changes in  $y$  are dependent on changes in  $x$ . However, one should note that the inverse is not true. In other words,

the fact that y is a function of x (that is, y's changes depend in changes in x) does not mean that x is a function of y. The expression that y is a function of x is often written in the following form:  $y=f(x)$ . The function describes how y changes with changes in x. We know that performance is a function of psychophysiological arousal. In other words, performance levels depend on particular arousal levels, but changes in arousal level do not depend on changes in performance level.

Therefore we can say:

Performance = f (Arousal).

But we cannot say: Arousal = f (Performance).

Alternative 2 is correct, and Alternative 1 is incorrect.

### Activity 4

The Yerkes-Dodson law of the relationship between stress and performance indicates performance as a function of two variables. What are these variables?

Answer

The Yerkes-Dodson law links three variables: arousal, performance and the nature of the task. In other words, the Yerkes-Dodson law states that:

*Performance = f (Arousal level and Task type).*

### Activity 5

There are two aspects to the nature of the task. What are these?

Answer

The complexity of the task, and the novelty of the task.

### Activity 6

Indicate how the level of performance changes with changes in psychophysiological arousal (PA) level and task type (TT). Indicate where optimal performance (OP) lies on the lines below, if:

Complex TT indicates new and complex tasks

Simple TT indicates well-learned and simple tasks

Low PA      Moderate PA      High PA

Complex TT [ ..... ]

Simple TT [ ..... ]

Answer

Low PA      Moderate PA      High PA

Complex TT [ .....OP..... ]

Simple TT [ .....OP..... ]

## 06

Indicate the relationship between stress and health

Resource

From A–Z:

– Stress: The effects of stress

You are able to indicate the relationship between stress and health if:

- 01 the effects of prolonged stress are indicated
- 02 the meaning of the term chronic stress is indicated
- 03 the meaning of the term psychosomatic disease is indicated
- 04 the meaning of the term response specificity is indicated
- 05 the characteristics of the phenomenon of burnout are indicated
- 06 guidelines for the prevention of burnout are indicated.

### Activity 1

Read the following resource material:

– Stress: The effects of stress.

### Activity 2

Write a paragraph in which you indicate what happens when people are subjected to too much stress for too long a period of time.

Answer

Your answer should contain the following elements:

1. There is a relationship between stress and performance. Generally speaking higher stress leads to higher performance levels, but this is true only up to a particular point. When stress levels become too high performance levels start to drop. Individuals who are subjected to too much stress are likely to underperform.
2. With prolonged periods of stress burnout may occur and psychosomatic diseases may develop.

### Activity 3

Indicate the meaning of the term chronic stress.

Answer

Contrary to brief intense experiences of stress, chronic stress is prolonged tension that a person is not necessarily aware of.

#### Activity 4

Indicate the meaning of the term psychosomatic disease.

Answer

A psychosomatic illness has the following elements:

- (a) cumulative emotional tension over a protracted period of time
- (b) physical damage or harmful bodily changes in the presence of stressors
- (c) the eventual manifestation of physical symptoms.

#### Activity 5

Indicate the meaning of the term response specificity in the context of psychophysiological reaction to stress.

Answer

Response specificity means that certain people consistently respond to all stressors with a specific physiological reaction pattern.

#### Activity 6

Identify the personal symptoms of burnout.

- 1. unobtrusive development over months or years
- 2. emotional emptiness, feeling alienated from others, and feelings of inadequacy
- 3. declined performance levels with increased stress
- 4. 1, 2 and 3.

Answer

Alternative 2.

Comment

Alternative 2 indicates the personal experiences (symptoms) that are associated with burnout. Alternative 1 indicates how stress develops, and Alternative 3 mentions the effects of burnout.



## Activity 7

What can be done to reduce the chances of burnout?

1. Try to become more realistic in your expectations regarding work and job satisfaction
2. Rely on colleagues, friends and family members and share work experiences
3. Regularly do the “life-and-death” test and take the REST cure
4. All of the above.

Answer

Alternative 4.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–HMB

Learning opportunity

## Explore human motivation

### OUTCOME PRODUCT

#### Description

Knowledge of human motivation.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of human motivated behaviour is relevant and sufficient if:

- 01 the field of motivation is reviewed comprehensively
- 02 the nature of motives is indicated
- 03 the nature of instincts is indicated
- 04 the nature of drives is indicated
- 05 the nature of needs is indicated
- 06 life processes are indicated in terms of the realisation of needs
- 07 work motivation is indicated in terms of the realisation of needs.

### METHOD

#### 01

Review the field of motivation You are able to review the field of motivation if:

- 01 the main themes in the field of motivation have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of motivation

Resource

From A–Z:

- Motivation: The nature of motivated behaviour
- Motivation: The process of motivated behaviour
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 1

Read the following resource material:

- Motivation: The nature of motivated behaviour
- Motivation: The process of motivated behaviour
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of motivation.

Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

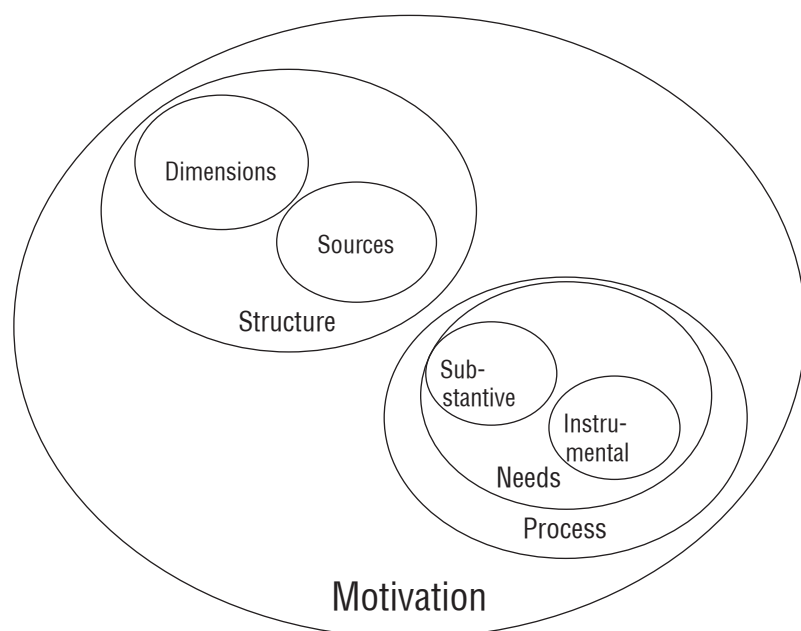
1. Motivation can be understood in terms of its structure and its process
2. Motivation is structured in terms of the dimensions of motivated behaviour, and in terms of the sources of motivated behaviour
3. The process of motivation occurs in terms of the fulfilment of needs
4. The needs form a hierarchy in which some needs are substantive whereas others are instrumental.

## Activity 3

Model the main themes of the field of motivation in the form of a visiogram.

Answer

Your visiogram may look very different to this one.

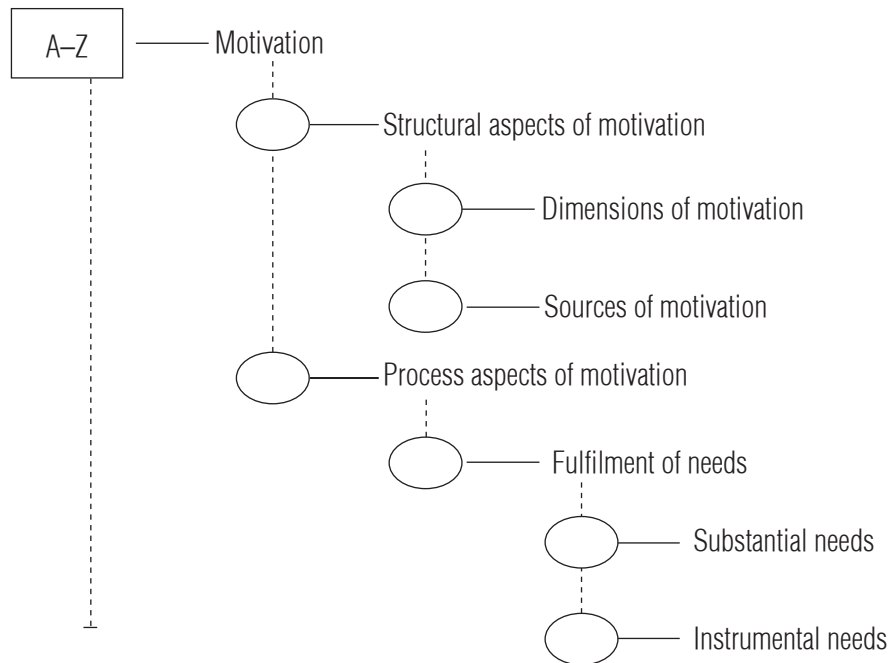


## Activity 4

Model the main themes of the field of motivation in the form of a expandable tree structure.

Answer

Indicate the nature of motives



## 02

Indicate the nature of motives

Resource

From A-Z:

- Motivation: The nature of motivated behaviour

You are able to indicate the nature of motives if:

- 01 the meaning of motivated behaviour is indicated
- 02 the dimensions of motivation are indicated

## Activity 1

Read the following resource material:

- Motivation: The nature of motivated behaviour

## Activity 2

What is motivated behaviour?

Answer

Your answer should refer to the fact that:

- motivated behaviour implies choices, and that
- choices are not made randomly, but require deliberation.

### Activity 3

Name two dimensions of motivation.

Answer

1. Behaviour can be motivated consciously or unconsciously.
2. Behaviour can be motivated by intrinsic or extrinsic factors.

## 03

Indicate the nature of instincts

Resource

From A–Z:

- Motivation: The nature of motivated behaviour

You are able to indicate the nature of instincts if:

01 the meaning of the term instinct is indicated.

### Activity 1

Read the following resource material:

- Motivation: The nature of motivated behaviour.

### Activity 2

Give a currently viable definition of the term instinct.

Answer

Instinct is an inborn (or innate) tendency to carry out a particular pattern of behaviour in the presence of certain stimulus conditions.

Comment

The word *innate* has an important function in the definition of the term instinct. It indicates that an instinct is not acquired, but is a pattern of behaviour for which genetic wiring exists so that the behaviour pattern always appears in the presence of certain stimulus conditions.

### Activity 3

Freud distinguishes four characteristics of instincts. Match the following characteristics of instincts with their descriptions:

1. Source refers to ... (a) psychic satisfaction resulting from reducing or removing the biological stimulation
2. Goal refers to ... (b) the strength of the instinct

3. Object refers to ... (c) the place in the body where biological stimulation occurs
4. Impetus refers to ... (d) anything that allows an instinct to achieve a goal.

### Answer

1. c
2. a
3. d
4. b

## 04

Indicate the nature of drives

Resource

From A–Z:

- Motivation: The nature of motivated behaviour

You are able to indicate the nature of drives if:

- 01 the meaning of the term drive is indicated
- 02 the drive based motivation cycle is indicated.

### Activity 1

Read the following resource material:

- Motivation: The nature of motivated behaviour.

### Activity 2

Describe each component of the basic drive model in the context of a motivational cycle.

### Answer

Your answer should indicate the following phases in the motivational cycle:

- (a) emergence of a drive condition as a result of deprivation
- (b) manifestation of certain goal-oriented, preparatory activities
- (c) finding the target object
- (d) executing an appropriate response
- (e) reduction of drive, and drop in tension.

### Activity 3

Give an example of each component of the motivational cycle based on the thirst drive.

### Answer

- (a) Emergence of the thirst drive if no liquid is taken in for some time (emergence of a drive condition as a result of deprivation)
- (b) Looking for a tap (manifestation of certain goal-oriented, preparatory activities)
- (c) Locate a tap with running water (finding the target object)
- (d) Drinking the water (executing an appropriate response)
- (e) Thirst is quenched and the person is satisfied (reduction of drive, and drop in tension).

## Activity 4

Answer the following question:

Does all motivated behaviour proceed according to the motivational cycle? Give a reason for your answer.

Answer

Not all motivational behaviour can be understood in the light of the basic drive model or motivational cycle. A wide range of cognitive determinants of a personal, social and cultural nature affects the nature of behaviour – even where the behaviour is related to a biological drive like the hunger or thirst drive.

## 05

Indicate the nature of needs

Resource

From A–Z:

- Motivation: The process of motivated behaviour

You are able to indicate the nature of needs if:

- 01 Maslow's five groups of needs are indicated
- 02 Maslow's hierarchy of needs fulfilment is indicated
- 03 criticisms of Maslow's hierarchy of needs are indicated.

## Activity 1

Read the following resource material:

- Motivation: The process of motivated behaviour

## Activity 2

Name Maslow's five groups of needs.

## Activity 3

Describe Maslow's hierarchy of needs, and explain how needs are fulfilled.

Answer

Your answer should contain the following information:

- (a) The needs are grouped in a hierarchy
- (b) A higher need is not experienced until a preceding lower need has been at least partially satisfied
- (c) The basic motive linking all the needs is the tendency towards self-actualisation.

## Activity 4

Determine which of the following describe(s) the nature of Maslow's hierarchy of needs:

1. Needs that are higher up in the hierarchy develop directly from needs that are lower in the hierarchy

2. A need that is higher in the hierarchy is only experienced when preceding needs, which are lower in the hierarchy, are at least partially satisfied
3. The basic motive that binds the groups of needs is the tendency found in all people to strive for self-actualisation, regardless of what their individual potential might be
4. 2 and 3.

Answer

Alternative 4.

Comment

Maslow's hierarchy does not mean that one need develops out of another need. The hierarchy refers to people's experience of needs. A next need is not experienced before the former need has not been satisfied (at least partially).

### Activity 5

Answer the following question: What criticisms have been raised against Maslow's conception of human needs?

Answer

Your answer should raise and explain the following points:

- (a) Researchers have been unable to validate the specific hierarchical ordering of the needs
- (b) There are demonstrable inversions of the hierarchy
- (c) Maslow's theory does not allow for the socio-political circumstances in a given society.

## 06

Indicate how life processes can be understood in terms of needs

Resource

From A–Z:

- Motivation: The process of motivated behaviour

You are able to indicate how life processes can be understood in terms of needs if:

- 01 sociopolitical circumstances and societal events are indicated in terms of substantive and instrumental needs.

### Activity 1

Read the following resource material:

- Motivation: The process of motivated behaviour

### Activity 2

Distinguish between substantive needs and instrumental needs.

Answer

Your answer should indicate the following:



- (a) The list of substantive needs: Physical needs, socioaffective needs, self-esteem needs and self-actualisation needs
- (b) The list of instrumental needs: Security, knowledge and power
- (c) The relationship between substantive needs and instrumental needs: The substantive needs are the main needs people strive to fulfil. The instrumental needs are the means to an end, in other words, the way to the fulfilling of the substantive needs. The substantive needs cannot be satisfied in the absence of the instrumental needs.

### Activity 3

Describe each of the seven needs identified by Davies.

### Activity 4

Use your imagination and indicate how the seven needs identified by Davies may relate to need fulfilment in the work situation.

### Answer

This question may have more than one answer. Different people may think of different ways in which the seven needs relate to the work situation. Here are some suggestions:

- (a) Physical needs: Apart from the fact that people work to earn money so that they can fulfil their basic physical needs, people do have physical needs in the work situation. People want to work in physically favourable conditions. They should not be exposed to extreme temperatures (too cold or too warm). They should not work in conditions that are unsafe. Those who are in jobs where concentration is required may want peace and quiet around them.
- (b) Socioaffective needs: People need to feel affection. The work environment may be formal and impersonal, but all people need to feel that they are being liked by their colleagues. One should not confuse the need for affection with the need for self-esteem or dignity. Everybody from the cleaner to the chief executive officer have the same needs for affection. If one is not genuine and honest in showing interest in other people one is not genuinely affectionate. People are acutely sensitive to pick up on this kind of emotional cheating.
- (c) Need for self-esteem or dignity: People need to be treated with dignity and respect. Although some people are more important in job contexts because they carry more responsibilities, or because they own the company, from the top position to the most unimportant job in the company people should be treated with basic respect. Cleaners are often overlooked as necessary nuisances – yet these are human beings doing a job that is as important and perhaps fulfilling to them as one's own job might be to treat the boss with respect. It is to use the boss for one's own gain. Treating the boss with respect means to support him/her in the work situation because one believes in what he/she is trying to do, and not to be supportive and co-operating do simply to look good in the eyes of the boss. It is important that people in the work situation know exactly what is expected of them and what others think of their performance levels. It is important to praise people when they do good, and it is equally important to reprimand them when it is required. Knowing that they are valued members of the company contributes significantly to people's experience of human dignity. Satisfaction of this kind of need creates confidence and self-efficacy.

When people's worth and value are not recognised people experience not only deep-seated feelings of inferiority and helplessness, but also smouldering anger and rebellion.

- (d) Need for self-actualisation: People need to experience their jobs as opportunities for self-actualisation. Not everybody has the same capacity, or the same talents. Yet everybody needs space to show that he/she can be trusted, can show goodness, develop their talents (however small these may be) and be creative. They want to feel that they contribute to the job they do from their own personal experience and ability.
- (e) Need for security: Apart from physical security people need to feel psychologically secure in their work environment. It is important to note that although job permanency plays an important role in people's experience of work security, work security involves more than job permanence. People need to feel psychologically safe in their work situation in the sense of being able to trust the people they work with and the systems and processes they deal with. If people do not feel psychologically secure in their work they cannot work properly.
- (f) Need for knowledge: Another prerequisite for people's ability to work properly is the need to be informed, to understand how processes work, to know what is expected of them, to see that information channels are open and functional and that their queries and recommendations reach the people they are intended for. In the past people at lower ranks in organisations were often kept in the dark, and were performing their tasks without understanding how their actions and mistakes influence bigger outcomes in the company. Nowadays workers are informed about company profits and difficulties. Knowledge of the ups and downs of company processes plays an important role in motivating workers to better the quality and quantity of their performance. One of the primary reasons why the open knowledge flow approach seems to work well is because workers tend to generate their own knowledge in the absence of knowledge. In other words, when people do not know what goes on in an organisation they start rumours, based on false and inaccurate information.
- (g) The need for power: Although power sometimes plays a direct instrumental role in people's ability to fulfil their needs it also has a more subtle instrumental role. At the individual job level power is related to self-efficacy, internal locus of control, acquired resourcefulness and life skills. People's jobs, however insignificant the job may appear in comparison to other jobs, need to allow them the space to experience personal control. If people are treated like machines they become powerless. They are expected to act without questioning the meaningfulness of their assignments. They fail to become effective and efficient in their jobs. They adopt external loci of control and forfeit any desire to act in resourceful ways. Post-industrial management procedures aim to spiral power down to the level of individuals precisely to increase their work output and work satisfaction by encouraging self-efficacy, and self-directed, resourceful actions.

#### Activity 4

Indicate which one of the needs listed below can be described as follows: The need is characterised by the desire to have reasonably consistent positive feelings about yourself.

1. physical needs
2. socio-affective needs
3. esteem needs
4. self-actualisation needs

Answer

Alternative 3.

### Activity 5

Indicate what need or needs of people listed below was/were frustrated by the Verwoerdian idea that education should be reformed to teach Black people from childhood that equality with Europeans was not for them and that there was no place for the Black person in the European community above the level of certain forms of basic labour?

1. knowledge needs
2. cognitive needs
3. substantive needs
4. all human needs

Answer

Alternative 4.

## 07

Indicate how life processes can be understood in terms of needs

You are able to indicate how work motivation can be understood in terms of needs if:

- 01 work motivation is recognised in terms of substantive and self-actualisation needs.

Resource  
From A–Z:

- Motivation: The process of motivated behaviour
- Work: Motivation in the workplace act in resourceful ways.

### Activity 1

Read the following resource material:

- Motivation: The process of motivated behaviour
- Work: Motivation in the workplace

### Activity 2

Indicate how Maslow's needs as adapted by Davies relate to the motivational hygiene theory of work motivation.

Answer

This is a difficult exercise. You have to select information from more than one source, and you also have to identify concepts that are implicated but not directly explained in the resource material. Let's see how well you fared. Your answer should indicate what the motivational hygiene theory is and how various needs are realised through the motivational hygiene theory.

1. Indicate what the motivational hygiene theory is:  
The motivational hygiene theory distinguishes between satisfiers and dissatisfiers in the work situation. Satisfiers have to do with positive aspects of job content, and dissatisfiers

with negative aspects of job context. The theory views work motivation in terms of the relationship between satisfiers and dissatisfiers. If an employer wants to see motivated employees he/she has to do both of the following:

- (a) remove dissatisfiers: In other words, the employer has to improve work conditions that have to do with job context (e.g. pay good salaries). However, doing so would not result in satisfied employees. It would result in employees that are not dissatisfied. The removal of dissatisfiers results in the removal of negative attitudes, but it does not introduce positive attitudes. To have satisfied employees the employer has to:
- (b) introduce satisfiers: In other words, the employer has to improve work conditions that have to do with job content (e.g. offer more opportunities for achievement). However, the employer should note that the introduction of satisfiers without the removal of dissatisfiers does not result in satisfied employees. The introduction of satisfiers without the removal of dissatisfiers results in the absence of negative attitudes, but it does not introduce positive attitudes.

2. Indicate how needs are realised through the motivational hygiene theory.

The motivational hygiene theory views work motivation in terms of satisfiers and dissatisfiers. Satisfiers enable workers to realise their needs. Dissatisfiers keep workers from being able to realise their needs.

- (a) Dissatisfiers keep workers from being able to realise their needs: For example, poor salaries make it difficult for people to satisfy their physical needs. Or, a company may have the kind of policy in which people are treated as objects within mechanistic processes. This may result in workers feeling alienated in their work situation (no socioaffective support, no attention payed to people's self-esteem and dignity needs), and not having the opportunity to actualise themselves (no power and knowledge to realise meta-needs).
- (b) Satisfiers enable workers to realise their needs: For example, standing in for each other to get the job done when somebody becomes ill (realising socioaffective need), or giving credit when someone did an outstanding job (realising need for self-esteem or dignity), or keeping workers fully informed about management decisions and policies (realising the instrumental need for knowledge), or implementing suggestions offered by workers to improve work processes (realising the need for power and the need for self-actualisation).

### Activity 3

Indicate how Maslow's needs as adapted by Davies relate to the goal-setting theory of work motivation.

#### Answer

Your answer should indicate what the goal-setting theory of work motivation is and how various needs are realised through the goal-setting theory.

1. Indicate what the goal-setting theory is:

The goal-setting theory views work motivation in terms of the satisfaction that is derived from achieving one's goals. The rationale is that specific goals enable people to compare their current performance with the performance level required to achieve these goals. If they

perceive a discrepancy between their current performance and the performance required to achieve their goals, they are motivated to better their performance. It has been found that employees are prepared to strive for goals if the following conditions are met:

- the goals must be specifically and clearly defined
- the goals must be challenging and attainable
- feedback must be given on progress toward the goal
- employees must be permitted to participate in goal formulation in such a way that they accept co-ownership of the goal.

2. Indicate how needs are realised through the goal-setting theory: According to Maslow the basic motive linking all human needs is the tendency towards self-actualisation. Striving to achieve goals is a process of self-actualisation. The conditions for goal-setting indicate a number of needs:

- Specific and clearly defined goals realise the need for security and the need for knowledge (know exactly what is expected)
- Challenging, yet attainable, goals realise the need for self-actualisation (challenge to achieve), the need for power (able to attain goal), the need for self-esteem (ability to attain challenging goal)
- Feedback during progress realises the need for security, the need for knowledge (know I am doing the right thing), socioaffective need (sharing of responsibility and support if I go wrong), the need for self-esteem or dignity (praise if I do well)
- Participation in goal-setting realises the need for security and power (in control of situation), the need for knowledge (knows what is going on), the need for self-esteem or dignity (good enough to be consulted) and the need for self-actualisation (formulate own goals).

#### Activity 4

Indicate how Maslow's needs as adapted by Davies relate to the equity theory of work motivation.

#### Answer

Your answer should indicate what the equity theory of work motivation is and how various needs are realised through the equity theory.

1. Indicate what the equity theory is: The equity theory views work motivation in terms of the desire to be treated fairly. Employees consider their perceived work outcomes (what they think they get out of the work situation) in terms of their perceived work inputs (what they think they put into their work) to get an idea of their work value. They then perform a social comparison of their situation. In other words, they compare their work value with those of others. If an employee feels that his work value is lower than the work value of his fellow workers (in other words he puts in more and gets out less) he experiences unfairness. The experience of unfairness causes demotivation, and leads to passive, and sometimes active, aggressiveness. Passive aggressiveness is when an employee puts less effort into his work. Active aggressiveness is when an employee actively starts to sabotage his/her employer's operations.
2. Indicate how needs are realised through the equity theory:

- (a) Frustrated needs: The experience of being treated in an unfair manner means that others do not care (frustration of the socioaffective need) and that they do not value one as a person (frustration of the need for self-esteem or dignity). One feels powerless (frustration of the need for power) and one's ability to fully actualise oneself is diminished because the playing fields are unequal (frustration of the need for self-actualisation).
- (b) Realised needs: It is important to keep in mind that the experience of unfairness results from perceived unfairness, which may be an accurate perception or an inaccurate perception. To counter perceptions of unfairness it is important to pay attention to the fulfilment of human needs. Communications channels should exist to handle worker queries and grievances (realise the needs for knowledge and power) and clearly formulated performance evaluation and remuneration policies should be in place (realise the needs for self-esteem or dignity and the need for self-actualisation).

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–IPR

Learning opportunity

# Explore the nature of interpersonal relationships

## OUTCOME PRODUCT

### Description

Knowledge of the nature of interpersonal relationships.

### Standards

The knowledge should be relevant and sufficient.

### Assessment criteria

Your knowledge of interpersonal relationships is relevant and sufficient if:

- 01 the field of interpersonal relationships is reviewed comprehensively
- 02 the concept of overt behaviour is indicated
- 03 the nature of prosocial and aggressive behaviour is indicated
- 04 the process of interpersonal attraction is indicated
- 05 the factors that determine interpersonal attraction are indicated
- 06 the concept of casual relationships is indicated
- 07 the nature of friendships is indicated
- 08 the nature of family relationships is indicated
- 09 the nature of love relationships is indicated
- 10 the nature of interpersonal communication is indicated

## METHOD

### 01

Review the field of interpersonal relationships

You are able to review the field of interpersonal relationships if:

- 01 the main themes in the field of interpersonal relationships have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of interpersonal relationships

Resource

From A-Z:

Interpersonal communication

Interpersonal dynamics

Interpersonal relationships

Information modelling:

Visiograms

Information modelling:

Expandable tree structures

## Activity 1

Read the following resource material:

- Interpersonal relationships
- Interpersonal dynamics
- Interpersonal communication
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of interpersonal relationships.

Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

Interpersonal relationships

Interpersonal dynamics

Interpersonal communication

## Activity 3

Model the main themes of the field of interpersonal relationships in the form of a visiogram.

Answer

If you have a problem drawing a visiogram, please revisit one of the learning opportunities where an answer to this type of question was provided.

## Activity 4

Model the main themes of the field of interpersonal relationships in the form of an expandable tree structure.

Answer

If you have a problem drawing an expandable tree structure, please revisit one of the learning opportunities where an answer to this type of question was provided.

## 02

Indicate the concept of overt behaviour

You are able to indicate the concept of overt behaviour if:

- 01 the distinction between overt and covert behaviour is indicated
- 02 two dimensions of overt behaviour are indicated



Resource  
From A–Z:  
– Interpersonal dynamics

### Activity 1

Read the following resource material:

- Interpersonal dynamics.

### Activity 2

Indicate the difference between overt and covert behaviour

Answer

Overt behaviour refers to people's visible behaviour, whereas covert behaviour refers to patterns in overt behaviour. These patterns are not readily observable unless one looks carefully at somebody's behaviour over a period of time.

### Activity 3

Indicate two dimensions of overt behaviour.

Answer

The prosocial-aggressive behaviour continuum and the attraction-repulsion continuum.

## 03

Indicate the nature of prosocial and aggressive behaviour

Resource  
From A–Z:  
– Interpersonal dynamics

You are able to indicate the nature of prosocial and aggressive behaviour if:

- 01 the nature of prosocial behaviour is indicated
- 02 the nature of aggressive behaviour is indicated

### Activity 1

Read the following resource material:

- Interpersonal dynamics (Section 2)

### Activity 2

When people are in a group they are less likely to offer help because of ...

1. diffusion of personal responsibility
2. conformation to group norms
3. the innate need for group affiliation
4. 1 and 2.

Answer

Alternative 1.

### Activity 3

Describe three theoretical approaches to understanding aggressive behaviour.

Answer

Your answer should refer to and describe each of the following:

- instinct approaches
- frustration-aggression approaches
- observational learning approaches

## 04

Indicate the process of interpersonal attraction

Resource

From A–Z:

- Interpersonal dynamics

You are able to indicate the process of interpersonal attraction if:

- 01 the three phases of interpersonal attraction are indicated
- 02 the nature of each phase of interpersonal attraction is indicated.

### Activity 1

Read the following resource material:

- Interpersonal dynamics (Section 3).

### Activity 2

Describe three phases in the process of interpersonal attraction.

Answer

Your answer should refer to the following phases:

- (a) awareness (becoming aware of each other)
- (b) interaction (starting to interact with each other)
- (c) commitment (feeling that the relationship means something) and should describe the nature of each phase.

### Activity 3

Indicate in which phase of the process of interpersonal attraction people are most likely to talk about their personal feelings and opinions:

1. the phase in which they become aware of each other
2. the phase in which they start to interact
3. the phase in which they commit to the relationship
4. all of these.

Answer

Alternative 3.

## Comment

Self-disclosure is most likely to happen in the phase in which people feel that a relationship is meaningful and become committed to the relationship.

## 05

Indicate the factors that determine interpersonal attraction

Resource

From A–Z:

– Interpersonal dynamics

You are able to indicate the process of interpersonal attraction if:

- 01 the three phases of interpersonal attraction are indicated
- 02 the nature of each phase of interpersonal attraction is indicated.

### Activity 1

Read the following resource material:

- Interpersonal dynamics (Section 3).

### Activity 2

Describe three phases in the process of interpersonal attraction.

#### Answer

1. Proximity
2. Physical attraction
3. Similarity and complementarity
4. Verbal and non-verbal communication.

### Activity 3

Describe the nature of each of the four factors that determine interpersonal attraction.

#### Answer

Your answer should mention the four factors and provide a description of each.

### Activity 4

Link the following statements to particular factors that determine interpersonal attraction:

1. Gestures, facial expressions, body language and vocal intonation can each play a part in interpersonal attraction
2. The proverb “birds of a feather flock together” is meaningful in the context of interpersonal attraction
3. Being in the same place as another person can contribute to interpersonal attraction
4. A certain type of appearance could impress the observer so much that it enhances interpersonal attraction.

## Answer

1. The factor, verbal and nonverbal communication
2. The factor, similarity and complementarity
3. The factor, proximity
4. The factor, physical attractiveness.

## 06

Indicate the concept of casual relationships

You are able to indicate the concept of casual relationships if:

- 01 the nature of casual relationships is indicated.

Resource

From A–Z:

- Interpersonal relationships

### Activity 1

Read the following resource material:

- Interpersonal relationships (Section 1)

### Activity 2

Define the term casual relationship.

## Answer

A casual relationship is:

- based on contracted interactions (interact for a purpose, following socio-cultural protocol)
- based on principles of equity.

## 07

Indicate the nature of friendships

You are able to indicate the nature of friendships if:

- 01 the distinction between equity based and communality based relationships is indicated

Resource

From A–Z:

- Interpersonal relationships

### Activity 1

Read the following resource material:

- Interpersonal relationships (Sections 1 and 2).

### Activity 2

Indicate which of the following is/are true of communal relationships:

1. Communal relationships are characterised by friends' sensitivity and responsiveness to each other's needs, with no calculation of costs
2. In mutual collaboration the end result is more important than individual contributions
3. One should always respond to a person in need because one never knows when one would be in trouble oneself

- The effort that two parties put into a situation and the benefits they derive from the situation are equally balanced for both parties.

### Answer

Statements 1 and 2 are true of communal relationships.

### Comment

Statements 1 and 2 describe characteristics of communal relationships. Statements 3 and 4 describe relationships based on equity principles

## 08

Indicate the nature of family relationships

Resource

From A–Z:

– Interpersonal relationships

You are able to indicate the nature of family relationships if:

- the basic components that are present in healthy child–parent relationships are indicated
- interpersonal needs that are created in family interactions are indicated
- the ways in which family needs fulfilment influence the child in its adult live are indicated.

### Activity 1

Read the following resource material:

- Interpersonal relationships (Section 3).

### Activity 2

Indicate which of the following are attributes of (1) the child–parent relationship and (2) personal virtue in a relationship:

- Admiration
- Comradeship
- Goodwill
- Trust
- Fairness
- Moderation
- Intimacy
- Emotional closeness
- Resolution
- Common sense.

Answer:

- Attributes of a child–parent relationship: a, b, d, g, h
- Attributes of personal characteristics in a relationship: c, e, f, i, j

### Activity 3

Describe three interpersonal needs and indicate how these needs are created in family interactions.

#### Answer

Your answer should refer to the need for inclusion, the need for control and the need for affection, and give examples of the kind of family interactions that lead to insufficient and excessive satisfaction of these needs.

### Activity 4

Describe how insufficient, excessive and balanced satisfaction of needs created in family interaction manifest in interpersonal relationships outside the family.

#### Answer

Your answer should refer to the need for inclusion, the need for control and the need for affection, and indicate how insufficient, excessive and balanced satisfaction of each of these needs influence a person's behaviour in general.

## 09

Indicate the nature of family relationships

Resource

From A–Z:

– Interpersonal relationships

You are able to indicate the nature of love relationships if:

- 01 Sternberg's triangular theory of love is indicated
- 02 the nature of three models of marital relationships are indicated.

### Activity 1

Read the following resource material:

- Interpersonal relationships (Section 4).

### Activity 2

Indicate which of the following statements about the basic components of love is/are correct in terms of Sternberg's triangular theory of love:

1. As the relationship grows, the three components passion, intimacy and commitment are always present but changing in strength relative to one another
2. The three components passion, intimacy and commitment combine in various ways to produce different kinds of love relationships that are unique to those involved
3. Both of the above statements
4. None of the above statements.

Answer

Alternative 3.

### Activity 3

Advertisements are often recipe makers for roles and relationships. What kind of marital model is illustrated in an advertisement suggesting that good mothers and wives use a certain kind of cooking oil while showing a mother putting a beautifully roasted chicken on the table where her husband and two kids are already seated?

1. Patriarchal
2. Partnership
3. Egalitarian

Answer

Alternative 1.

## 10

Indicate the nature of interpersonal communication

Resource

From A–Z:

- Interpersonal communication

You are able to indicate the nature of interpersonal communication if:

- 01 the basic elements of communication are indicated
- 02 the basic requirements of communication are indicated
- 03 the dynamics of interpersonal communication are indicated.

### Activity 1

Read the following resource material:

- Interpersonal communication

### Activity 2

Identify the basic elements of interpersonal communication.

Answer:

1. The communicator (the person who communicates)
2. The receiver (the person at whom the communication is aimed)
3. The message that is communicated (conveyed by verbal and non-verbal signals)
4. The channel of communication (human senses).

### Activity 3

Identify the basic requirements of communication.

Answer

1. Communication requires encoding rules to enable proper decoding of the message
2. Communication requires clear transmission (i.e. the meaningful signal should exceed the background noise)
3. Communication requires knowledge of the context in which the communication takes place.

#### Activity 4

Choose any conversation from a book, magazine or newspaper, or any topic discussed with friends or at home, and analyse it in terms of the elements and the requirements of interpersonal communication.

Answer

Your analysis should address the following:

1. Who takes part in the conversation (who are the communicators and who are the receivers)?
2. What are the circumstances of the conversations, and what are the relationships between communicators and receivers (what are the contexts of communication)?
3. What are the messages being communicated?
4. How are the messages encoded (verbally and non-verbally)?
5. Are there possible noise factors that may drown the meaning of the messages?

#### Activity 5

Name three aspects of the dynamics of interpersonal communication.

Answer

1. It is impossible not to communicate
2. Communication is a pattern within an ongoing process
3. Communication happens on different levels.

#### Activity 6

Indicate what the statement 'One cannot communicate' means.

Answer

Your answer should indicate the following:

1. Communication is more than verbal and written words, the entire body is involved in communication. Being present, not saying a word, communicates the fact that one does not wish to speak. Being absent when one should be present can communicate the message that one is angry and do not wish to partake. In other words, it is not possible not to com-



municate

2. Communication does not occur only when consciously planned, and does not necessarily achieve what the communicator has in mind. Unintended messages are communicated, and messages are sometimes not understood or are misunderstood.

### Activity 7

Describe the ongoing-process nature of communication.

Answer

Your answer should indicate the following:

1. Communication within an existing interpersonal relationship does not have a specific starting point and a specific end point. Every interpersonal communication is influenced by a history of past interactions and will influence future interactions
2. Communication can be seen in terms of communication patterns in which particular events are interactive and mutually reinforcing.

### Activity 8

Describe how communication takes place on different levels.

Answer

Your answer should indicate the following:

1. Communication occurs at two levels, the informative content level (indicating what is being said) and the meta-communicative level (providing a commentary on or qualification of the informative content)
2. Communication is congruent when the information content and the meta-communication corroborate and confirm each other. If this does not happen the communication is experienced as incongruent.

### Activity 9

Indicate which of the following is an aspect (are aspects of) the dynamics of communication:

1. the impossibility of not communicating
2. the ongoing-process character of communication
3. the multiplicity of levels of communication
4. all three of the above.

Answer

Alternative 4.

## Activity 10

What people say to each other in a conversation is influenced by what happened previously, and it affects what happens afterwards. Indicate to which aspect of the dynamics of communication this statement refers:

1. We cannot not communicate
2. Communication is a pattern within an ongoing process
3. Communication has different levels, namely informative and meta-communicative
4. None of the above.

Answer

Alternative 2.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–NGF

Learning opportunity

## Explore the nature of group functioning

### OUTCOME PRODUCT

#### Description

Knowledge of the nature of group functioning.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of group functioning is relevant and sufficient if:

- 01 the field of group functioning is reviewed comprehensively
- 02 the attributes of groups are indicated
- 03 the manner in which groups achieve goals is indicated
- 04 the manner in which groups are governed and directed is indicated
- 05 the manner in which groups differentiate is indicated
- 06 the nature of intergroup cooperation is indicated.

### METHOD

#### 01

Review the field of group functioning

You are able to review the field of group functioning if:

- 01 the main themes in the field of group functioning have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of group functioning

Resource

From A-Z:

- Groups: The attributes of human groups
- Groups: The differentiation of groups
- Groups: The interaction of groups
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 1

Read the following resource material:

- Groups: The attributes of human groups
- Groups: The differentiation of groups
- Groups: The interaction of groups
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of group functioning.

Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

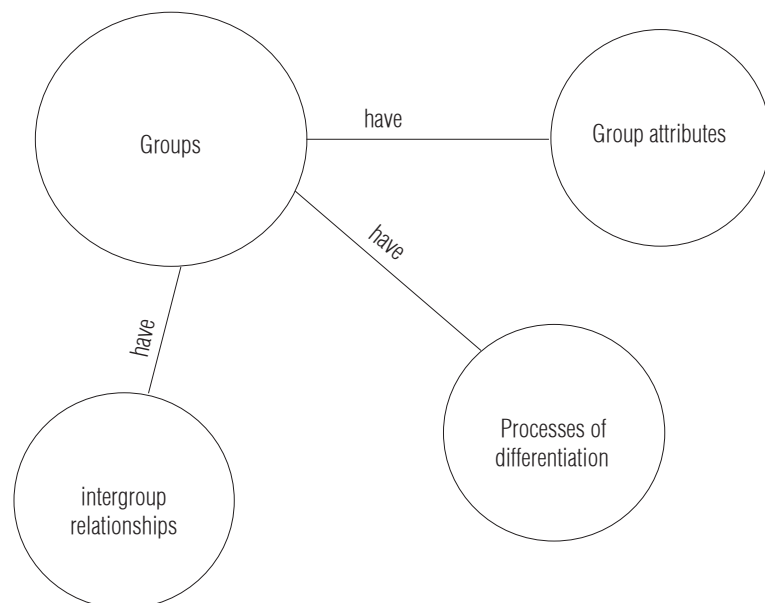
1. Groups have certain attributes
2. Groups differentiate through certain processes
3. Groups form intergroup relationships through interacting with other groups

## Activity 3

Model the main themes of the field of group functioning in the form of a visiogram.

Answer

Your visiogram may differ from this one, but it should nevertheless contain these elements.

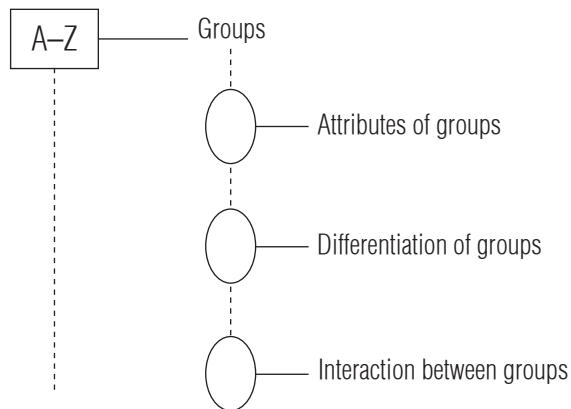


## Activity 4

Model the main themes of the field of group functioning in the form of an expandable tree structure.

Answer

Your tree structure may differ from this one, but it should nevertheless contain these elements.



## 02

Indicate the attributes of groups

Resource

From A-Z:

- Groups: The attributes of human groups

You are able to indicate the attributes of groups if:

- 01 the group attributes are identified
- 02 the characteristics of each of the group attributes are recognised.

## Activity 1

Read the following resource material:

- Groups: The attributes of human groups

## Activity 2

Name ten attributes by which a number of individuals is recognised as a group.

Answer:

Individuals form a group if:

- 01 the various individual members are aware that they belong to the group
- 02 group norms develop
- 03 they are cohesively connected
- 04 there are networks of personal attraction among group members (Socio-metric structure)
- 05 there are patterned networks of communication
- 06 group members interact fairly regularly amongst themselves
- 07 they work towards common goals

- 08 group views develop
- 09 group conflict occur
- 10 group thinking develop
- 11 patterns of leadership and followership can be observed.

### Activity 3

Indicate the characteristics of each of the group attributes.

#### Answer

1. Characteristics of awareness of membership:
  - (a) Group members have at least one thing in common
  - (b) Group members believe that the benefits of membership outweigh the disadvantages of membership
  - (c) Group members become gradually committed through a recurring process of social integration.
2. Characteristics of group norms:
  - (a) Group norms are the formal and informal rules that group members are supposed to observe
  - (b) Group norms put pressure on members to conform to them, especially in highly cohesive groups
  - (c) Group norms originate in three ways: (i) formulated by group leaders; (ii) product of group experience, and (iii) transferred from other groups.
3. Characteristics of cohesion:
  - (a) Cohesion refers to how closely group members are connected
  - (b) Forces within or outside the group influence the cohesion among group members.
4. Characteristics of interpersonal attraction (socio-metric structure):
  - (a) Group members are not equally attracted to each other
  - (b) The patterns of liking and disliking form a group's socio-metric structure
  - (c) The socio-metric structure of a group is influenced by the relative importance of the relationship and task dimensions.
5. Patterned networks of communication:
  - (a) There are identifiable communication patterns in groups
  - (b) These patterns structure the group's communication network
  - (c) The network determines the hierarchy and frequency of communication and also the number of people involved.
6. Characteristics of interaction:
  - (a) Group members interact fairly regularly, directly or indirectly
  - (b) The communication dynamics among group members has a significant impact on the interaction patterns that develop in groups.
7. Characteristics of common goal development:

- (a) Groups have purpose (implicitly or explicitly) which defines the group goals
  - (b) Members perform certain roles in order to achieve the group goals
  - (c) There are two kinds of role, namely instrumental and affiliative.
8. Characteristics of group polarisation:
- (a) Groups normally arrive at moderate views because they temper extreme views in decision making
  - (b) As group members learn from each others' points of view the group may shift from its moderate view to a radical pole and become polarised.
9. Characteristics of group conflict:
- (a) Group conflict between members are inevitable in the life of any group
  - (b) Sources of group conflict are (i) differences about goals, (ii) differences about methods, (iii) differences about distribution of resources, (iv) differences in expectations, and (v) threats to self-esteem, identity and security.
10. Characteristics of group thinking:
- (a) Group thinking refers to the tendency of group members to take decisions in an unconsidered and uncritical way
  - (b) Group thinking occurs mainly when a group has a strong leader, there is strong group cohesion, and the group is under pressure to take a consensus decision
  - (c) Groups are likely to take catastrophic decisions when (i) group cohesion creates an illusion of invulnerability and limitless power, (ii) the group relies on stereotyping of people and situations rather than actual observations and tested facts, (iii) the group believes strongly in the inherent morality of its own right of existence, methods and decisions, and (iv) the illusion of unanimity in the group puts pressure on members to keep quiet about their misgivings
  - (d) Groups can counter the tendency to group thinking by taking the following measures (i) have strong leaders withdraw from decision-making processes, (ii) instruct particular group members to play the role of devil's advocate, and (iii) bring in outside observers to monitor the group's decision-making process.
11. Characteristics of patterns of leadership and followership:
- (a) There are various views of how leaders bring about social influence in a group (i) via the leader's personal traits, (ii) via charismatic leadership,(iii) via transformational leadership, and (iv) via super leadership.
  - (b) Followership patterns in groups are: subjection to control, being motivated, being guided by clear purpose, being empowered to manage themselves, feelings of personal control and heightened intrinsic motivation.

## 03

Indicate how groups achieve goals

You are able to indicate how groups achieve goals if:

- 01 the nature of the task and relationship dimensions in group functioning is recognised
- 02 the nature of social loafing in group functioning is recognised.

Resource

Form A–Z:

- Groups: The attributes of human groups

## Activity 1

Read the following resource material:

- Groups: The attributes of human groups (Section 2.2)

## Activity 2

Indicate the two dimensions in terms of which the common goals of a group are realised, and describe each dimension.

Answer

A group's common goals are realised in a task dimension that is associated with an instrumental role of group members, and in a relationship dimension that is associated with an expressive role of group members.

## Activity 3

Use the diagram below and answer the following questions:

RELATIONSHIP ORIENTATION	High	A	B	C
	Medium	D	E	F
	Low	G	H	I
		Low	Medium	High
		TASK ORIENTATION		

- A group that has just started out is likely to be in stage (1)
- A group that has been going for quite some time and is functioning effectively is likely to be in stage (2)
- A group with low cohesion but a high goal consensus is likely to be in stage (3)
- A group with good interpersonal interaction but low goal consensus is likely to be in stage (4).

Answer

1. G
2. C
3. I
4. A

## Activity 4

Answer the following question:

What do we call the phenomenon that a group's level of productivity often tends to be lower than the level achieved by individual members of the group when working outside the group?



Answer

Social loafing.

## Activity 5

What (do you think) are the reasons for lowered group performance?

Answer

To answer this question you had to think for yourself. Your answer may differ from the ideas offered below. You probably did not get all these points? It does not really matter. The purpose was simply to encourage you to think about this issue.

1. Poor coordination of individual effort may lead to lower group output
2. Individual members may produce less (social loafing) for a variety of reasons:
  - (a) When individual efforts are not separable from the group effort members may experience a relaxation of responsibility and scale down their efforts accordingly. Therefore groups should have clear goals, and individual efforts should be monitored.
  - (b) Early group successes and progress may lead to members believing that their full effort is no longer required to complete the task. This effect can be countered by dividing a group task into a series of smaller targets, the achievement of each target being presented as equivalent or equally attractive.
  - (c) Perceived equality of effort: If some team members think that other members do not put in the same effort they do they become resentful and lower their inputs accordingly. Therefore clear goals and careful monitoring of individual efforts are required in groups.
  - (d) If more experienced group members do more complicated work and let less experienced member feel that their contributions are negligible and not particularly relevant the less experienced members may feel that their efforts are not recognised. In order to avoid this kind of loafing the members need to understand that hierarchic ranking in a team context only serves a purpose if the principle of interdependence is observed.

## 04

Indicate how groups are governed and directed

Resource

From A–Z:

- Groups: The attributes of human groups

You are able to indicate how groups are governed and directed if:

- 01 three kinds of leadership are recognised
- 02 the nature of each of the three kinds of leadership are recognised.

## Activity 1

Read the following resource material:

- Groups: The attributes of human groups (Section 2.2: Patterns of leadership and followership)

## Activity 2

Indicate three kinds of leadership.

### Answer

1. The leader who relies on his/her personal traits to lead charismatically
2. The leader who fathoms the nature of the situation and adapts his/her approach accordingly to lead through transformation
3. The leader who helps others to lead themselves.

## Activity 3

Indicate the nature of leadership through personal traits.

### Answer

The leader influences people through personal characteristics, such as intelligence, self-assertiveness, self-confidence, expertise, creativity. The leader is driven by his/her ambition and need for power. People are prepared to follow this person if he/she shows the way (through intelligence, expertise, creativity) and if they perceive the leader to have honesty and integrity. The problem with this view of leadership is that although leaders often display these traits there are little evidence that personal traits are necessary conditions for leadership. In other words, not all leaders show the personal characteristics normally associated with leaders.

## Activity 4

Indicate the nature of leadership through situation-appropriate response and transformation

### Answer

This kind of leadership requires the leader to be aware of the nature and demands of a particular situation and to react appropriately to those circumstances. For example, some circumstances may require the leader to exercise directive control over group activities (emphasis on task orientation), whereas other situations require minimal control and more relationship-oriented leadership behaviour. Four situation-appropriate response styles (leadership styles) have been identified, namely a delegating style (achieving the group goal by assigning separate tasks to specific team members), a participating style (achieving the group goal by assigning parts of tasks to team members so that everybody works together towards completing the task), a selling style (achieving the group goal by getting people enthusiastic about what they do), and a telling style (achieving the group goal by giving clear instructions to be followed by everybody). The adoption of a particular leadership style is determined by the nature of the situation, for example, the training and experience of the group. If group members are trained and experienced to do the job independently the leader can follow a delegating style. But a telling style would be more appropriate if the group members are inexperienced and untrained. Transformational leaders work towards goal achievement by transforming the situation. A transformational leader creates a clear vision and then gets people to buy into this vision and to commit themselves to work

toward the realisation of the vision. Goals are realised as people work towards realising the vision they share. Thus transformation leaders have to be intelligent and creative. They have to be in contact with their circumstances but also be able to look ahead, to see where current trends are leading. They have to be able to translate their perceptions into a vision that people will be willing to share.

### Activity 5

Indicate the nature of super leadership.

### Answer

Super leaders are transformational leaders, but they also act as teachers and coaches to empower people to manage themselves. In other words, in addition to transformational leadership activities they also focus on transferring leadership qualities to group members.

### Activity 6

Indicate which of the following approaches to leadership supports the notion of a “born leader”:

1. Leadership lies in the social influence which is associated with the nature of the situation and a participatory leadership style
2. Leadership lies in the social influence of the leader's ability to create a vision of transformation
3. Leadership lies in the social influence of the leader's unique personal attributes
4. 1 and 2.

### Answer

Alternative 3.

## 05

Indicate how groups differentiate

Resource

From A–Z:

- Groups: The differentiation of groups

You are able to indicate how groups differentiate if:

- 01 the role of social categorisation in group differentiation is recognised
- 02 the role of stereotyping in group differentiation is recognised
- 03 the role of identification in group differentiation is recognised.

### Activity 1

Read the following resource material:

- groups: The differentiation of groups

## Activity 2

Indicate the role of social categorisation in group differentiation.

Answer

Your answer should refer to the following:

1. A group is formed when a number of individuals are seen to be similar in some way whilst differing from others in this regard.
2. The group one belongs to is called the in-group (us-group) and those who are excluded on the basis of not sharing the attribute in question constitute an out-group (them-group).
3. The process of categorising individuals on the basis of their similarity and their difference from others is called social categorisation.
4. Thus social categorisation plays a fundamental role in our differentiation and understanding of in-groups and out-groups.

## Activity 3

Which concept describes the process we use to divide people into groups?

Answer

Social categorisation.

## Activity 4

Which of the following best describes social categorisation?

1. The perception of similarity
2. The perception of difference
3. Membership of a group
4. 1 and 2.

Answer

Alternative 4.

## Activity 5

Indicate the role of stereotyping in group differentiation.

Answer

Your answer should refer to the following:

1. The process of oversimplifying the complexities of a group is called the stereotyping of the group. In other words, stereotyping is the process of oversimplifying through the process of social categorisation.

2. Stereotyping involves unqualified generalisation of some aspect of the group. Information that affirms the stereotype is recognised while information that refutes or questions the stereotype is ignored.
3. Stereotypes are perpetuated on the basis of self-fulfilling prophecies fuelled by selective perception. Stereotypes create expectancies that allow one to perceive selectively, recognising information that confirms one's expectations and overlooking information that refutes or questions one's expectations.
4. Stereotypes create prejudice (reluctance on the part of individuals to change their attitudes) and social distance (lower degrees of acceptance/closeness that groups experience of each other and less willingness to have contact with one another).
5. Thus stereotyping plays a major role in the differentiation of groups.

### Activity 6

Answer the following question: Believing that fat people are jolly and that people with red hair are moody are examples of:

1. social categorising
2. stereotyping
3. both of the above
4. none of the above.

Answer

Alternative 2.

### Activity 7

Indicate the role of identification in group differentiation.

Answer

Your answer should refer to the following:

1. According to social identity theory self-concept has two components, namely personal identity and social identity.
2. Personal identity refers to an individual's characteristic, beliefs, skill and attributes
3. Social identity refers to individuals' natural feeling of belonging to a particular group.
4. Therefore group membership (membership of in-groups) plays a role in satisfying individuals' need for self-esteem.
5. Individuals who enhance or affirm their self-image via a particular group may be inclined to rate the in-group highly in terms of a range of desirable attributes, and may be inclined to underrate, even disadvantage, the out-group.

### Activity 8

Answer the following question:

Which concept indicates the natural feeling we have towards a specific group of people because we are like that group in specific respects, and also identify with the group?

1. Self-esteem
2. Social closeness
3. Social identity
4. Personal identity.

Answer

Social identity.

## 06

Indicate the nature of intergroup cooperation

Resource

From A–Z:

- Groups: The interaction of groups

You are able to indicate the nature of intergroup cooperation if:

- 01 four levels of explanation of intergroup relations are recognised
- 02 six factors that are important in establishing intergroup cooperation are recognised
- 03 the nature of each of the six factors involved in establishing intergroup cooperation are recognised.

### Activity 1

Read the following resource material:

- Groups: The interaction of groups

### Activity 2

Describe four levels of explanation of intergroup relations.

Answer

Your answer should provide brief descriptions of the following kinds of explanation:

- Individual-level explanations
- Interpersonal-level explanations
- Position-level explanations
- Ideological-level explanations.

### Activity 3

Indicate six factors that are important in establishing harmonious intergroup cooperation.

Answer

1. Create a social norm that affirms and legitimises the commonality of the various groups
2. Maintain equal status of members of different groups in intergroup contact situations

3. Maintain interpersonal contact between groups to reduce perceptions of in-group heterogeneity and demolish perceptions of out-group homogeneity
4. Maintain cooperative activities by setting common goals, and allowing the groups to develop common interests and values and to look for solutions to problems together
5. Develop a multicultural ethos
6. Develop a critical consciousness of oppressive patterns.

#### Activity 4

Indicate the nature of each of the six factors that are important in establishing harmonious intergroup cooperation.

#### Answer

1. Create a social norm that affirms and legitimises the commonality of the various groups: Groups exist within and share a wider context. However, it is difficult for a group member to see this wider context because the group that the group member belongs to constitutes the context for that group member. The wider context within which the various groups exist contains a number of aspects that are common to the groups. For example, if the groups in question are groups within human society then the groups share the fact of humanity, that is, the fact that they are constituted of human beings. If the groups in question are groups within a particular organisation then the groups share the fact of their organisational membership. The groups may have different functions and may differ in a number of respects but they exist because the organisation exists and therefore they share the goals and purposes of the organisation. The members of the various groups need to become aware of the wider context shared by the various groups. Group leaders play an important role in this regard by enticing group members to look beyond the limits of their respective groups.
2. Maintain equal status of members of different groups in intergroup contact situations: Groups are not similar. Group differences are a major reason for group differentiation. Groups may differ with regard to a number of aspects, and may be organised hierarchically in terms of particular aspects. However, no single group is high on all aspects of intergroup differences, and likewise no single group can be low on all aspects of difference. Groups normally average out on their highs and lows. In other words, groups can be organised hierarchically with regard to a particular aspect of difference, but are pretty much on par when all possible aspects of difference are taken into account. Therefore there is no reason to assign a lower status to representatives of one group relative to those of another group in intergroup contact situations. Even if the groups are organised hierarchically with regards to a particular matter of concern the representatives of the less important group should still have equal status with those of the more important group, and the status of equality should be taken seriously and should be acted upon.
3. Maintain interpersonal contact between groups to reduce perceptions of in-group heterogeneity and demolish perceptions of out-group homogeneity: Group members are aware of the differences among themselves inside their group. They are not aware of the differences inside the groups that they are not members of. Thus out-group members are being perceived as 'all alike' – as being homogenous, whereas in-group members are perceived in terms of their heterogeneity. The understanding that out-group members are not all the same comes about via interpersonal contact with members of the out-group. Once one begins to see the heterogeneity of the out-group it becomes more difficult to stereotype the

group members. It is also more difficult to maintain strict borders between groups if one cannot frame people according to their stereotypes. The variation (heterogeneity) among the group members of the various groups makes it clear that group members cannot be restricted to one particular group. It becomes clear that their group membership is a membership based on a particular aspect of their lives. It is not based on their entire lives (their stereotyped lives).

4. Maintain cooperative activities by setting common goals, and allowing the groups to develop common interests and values and to look for solutions to problems together: When groups work together to realise common goals they become aware of the broader context in which the groups exist. Group of members work together to realise group goals. If they are not aware of the way in which group goals come together to realise the goals that exist in the broader context they cannot see how the groups function in harmony for a greater good.
5. Develop a multicultural ethos:  
The term multicultural is used mostly in the context of society, referring to the fact that modern societies consist of various cultural groups. However, any context in which one finds more than one group can be termed multicultural in the sense that the groups differ from one another. A multicultural ethos refers to the fact that group members should become aware that apart from being members of a particular group they also have membership of the broader context in which their group exists. This dual membership is a basic factor in forming a multicultural identity. Membership of the broader context means one's identity includes the cultural diversity of the various groups but also that one still have an identity attached to one's primary group.
6. Develop a critical consciousness of oppressive patterns:  
Replacing an oppressive system with another, or simply switching the roles of the oppressed and the oppressor within a particular system is not a cure for oppression. It is simply a repetition of oppression, and therefore part of an oppressive pattern. A critical consciousness of these patterns are required to cure oppression. It is important to remember that oppression starts the moment one does not treat and respect another human being as a human being in his/her own right, that is, the moment one does not allow somebody self-esteem and the possibility to realise him/herself as a human being.

## Activity 5

Answer the following question:

The establishment of equal status contact situations for the sake of harmonious cooperation between groups involves:

1. the intentions of people to treat one another as equals
2. a context in which everybody is taken seriously
3. new stereotypes that can be used for categorisation of groups
4. 1 and 2.

Answer

Alternative 4.



## Activity 6

A multicultural ethos means:

1. the recognition of cultural diversity
2. the capacity to accommodate cultural diversity
3. cultural assimilation
4. 1 and 2.

Answer

Alternative 4.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–NOF

Learning opportunity

## Explore the concept of emotion

### OUTCOME PRODUCT

#### Description

Knowledge of the concept of emotion in psychology.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of the concept of emotion is relevant and sufficient if:

- 01 the field of emotion is reviewed comprehensively
- 02 the concept of emotion is indicated
- 03 the nature of the relationship between the physiological and the psychological aspects of emotions is indicated
- 04 the criteria for the classification of emotions are indicated
- 05 the different ways in which emotions are expressed are indicated
- 06 the factors that play a role in the recognition of expressed emotions are indicated.
- 07 the nature of emotional intelligence is indicated
- 08 the relationship between emotions and motivation is indicated

### METHOD

#### 01

Review the field of emotion

You are able to review the field of emotion if:

- 01 the main themes in the field of emotion have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of emotion

Resource

From A–Z:

- Emotion
- Information modelling:  
Visiograms
- Information modelling:  
Expandable tree structures

## Activity 1

Read the following resource material:

- Emotion
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of emotion.

Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

- The definition of the concept of emotion
- Components of emotion
- Theories of emotion
- Classification of emotions
- Factors influencing the interpretation of emotions
- The concept of emotional intelligence
- The relation between emotions and motivation.

## Activity 3

Model the main themes of the field of emotion in the form of a visiogram.

Answer

You have to draw a visiogram containing a circle for emotion and seven circles representing each of the main themes. If you find this difficult, have a look at one of the other learning opportunities where an example of a visiogram is provided.

## Activity 4

Model the main themes of the field of emotion in the form of an expandable tree structure.

Answer

You have to draw a tree structure in which the root is called emotion, and the root is expanded across the seven main themes. If you find this difficult, have a look at one of the other learning opportunities where an example of a tree structure is provided.

## 02

Indicate the concept of emotion

You are able to indicate the concept of feeling if:

- 01 the primary components of feeling as conceptualised in psychology are recognised

Resource  
From A–Z:  
– Emotion

## Activity 1

Read the following resource material:

- Emotion (Section 1).

## Activity 2

Indicate the primary component(s) of emotion as conceptualised in psychology.

Emotion consists of:

1. physiological arousal
2. perceptual-cognitive content
3. observable behaviour expressions
4. all of the above.

Answer

Alternative 4.

## Activity 3

Indicate the nature of emotions by selecting appropriate statements from the list below:

- (a) A particular feeling is experienced in reaction to particular situations
- (b) A feeling of vague unpleasantness
- (c) The cognitive content of the experienced feeling is vague and not clearly related to a specific situation
- (d) The feeling results from an immediate prompting and/or involvement with something or someone
- (e) The relationship between the experienced feeling and the thing that prompts it is vague and associative
- (f) The experienced feeling is more or less permanently present
- (g) The feeling is not very intense and lasts for hours, days or weeks
- (h) The experienced feeling refers to a prevailing mood shared by a number of people
- (i) The experienced feeling is a state of readiness for the experience of a specific emotion
- (j) The experienced feeling is the aftermath of an emotion
- (k) The experienced feeling is consciously associated with a meaningful situation
- (l) The experienced feeling reflects the dominant feelings of an era
- (m) The experienced feeling influences how things are perceived and thought about
- (n) The experienced feeling is momentary and clear.

Answer

Emotions: a, d, k, n

The rest are not emotions as understood in psychology:

- b and e should rather be described as sensory feelings
- c, g, i, j and m are moods
- f, h and l are very general feelings shared by people in a particular society.

## Activity 4

Indicate which of the following cannot be classified as an emotion?

1. fear of a snake
2. a dislike of lies
3. vague restlessness
4. joy over results.

Answer

Alternative 3.

Comment

One can only use the term emotion when the feeling that someone experiences is consciously associated with a meaningful stimulus situation, for example, a feeling of fear when a snake is seen, a feeling of dislike when a lie is told, and a feeling of joy when favourable results are heard. Vague restlessness is not consciously associated with a particular stimulus situation. It reflects a mood, not an emotion.

## 03

Indicate the nature of the relationship between the physiological and the psychological aspects of emotions

Resource

From A–Z:

- Emotion
- Stress: The psychophysiology of stress

You are able to indicate the nature of the relationship between the physiological and the psychological aspects of emotions if:

- 01 the nature of psychophysiological arousal is recognised
- 02 the basic tenets of Schachter's two-factor theory of emotions are recognised
- 03 the basic tenets of the cognitive appraisal theory of emotions are recognised.

## Activity 1

Read the following resource material:

- Emotion (Section 2)
- Emotion (Section 3)
- Stress: The psychophysiology of stress

## Activity 2

Define psychophysiological arousal.

Answer

Your answer should indicate that psychophysiological arousal involves:

- (a) physiological arousal – that is, increased physical tension that may be reflected in accelerated heartbeat, clammy skin, a sick feeling in the stomach and a rise in blood pressure.

- (b) psychological arousal – that is, becoming aware of and assigning meaning to particular feelings, things and situations through conscious thinking.
- (c) the link between physiological arousal and psychological arousal – (i) That there is a continuum of physiological arousal and that one's feelings and behaviour become more intense and change qualitatively as the level of physiological arousal rises. (ii) However, that feelings are not determined by the physiological arousal in itself. The meaning one ascribes to a situation (cognitive content) in conjunction with physiological arousal determines the nature and intensity of one's feelings.

### Activity 3

Answer the following question:

The nature of an emotion is determined by:

1. the nature and level of physiological arousal
2. the interaction between physiological arousal and cognitive content
3. both of the above
4. neither of the above.

Answer

Alternative 2.

Comment

Physiological arousal in itself does not determine the nature of an emotion. Physiological arousal and cognitive content interact in the differentiation of an emotion.

### Activity 4

Indicate the basic tenets of Schachter's two-factor theory of emotions.

Answer

- (a) Physiological arousal alone is inadequate to cause an emotion to differentiate
- (b) Appropriate cognitive content is required in conjunction with physiological arousal to cause an emotion to differentiate
- (c) Differentiation of an emotion entails the interpretation of physiological arousal in terms of an appropriate cognitive content.

### Activity 5

Indicate the basic tenets of the cognitive appraisal theory of emotions.

Answer

- (a) Physiological arousal is not an essential element in the differentiation of emotion. It is merely a secondary source of physical sensation once an emotion has differentiated

- (b) The crucial requirement for differentiation of emotion is the cognitive content of the stimulus situation, that is, the meaning assigned to it.
- (c) The reaction to an event involves processes of secondary appraisal and formulation of coping strategies.

### Activity 6

The nature of the interaction between physiological arousal and cognitive content is a matter that is still being argued. Demonstrate your knowledge of the nature of this interaction by arranging the following items under the headings of (1) the two-factor theory and (2) the cognitive appraisal theory:

- (a) the differentiation of an emotion involves the interpretation of physiological arousal in the light of appropriate cognitive content
- (b) perception of physiological arousal is not a necessary element in differentiating an emotion
- (c) perception and conceptual categorisation of stimulus situation; primary appraisal; differentiation of emotion; physiological arousal; secondary appraisal; coping strategies
- (d) cognitive control of the quality and intensity of feelings is possible.

### Answer

1. The two-factor theory: a
2. The cognitive appraisal theory: b, c, d.

## 04

Indicate criteria for the classification of feelings

Resource

From A–Z:  
– Emotion

You are able to indicate criteria for the classification of feelings if:

01 four criteria are recognised in terms of which emotions can be classified.

### Activity 1

Read the following resource material:

- Emotion (Section 4).

### Activity 2

Indicate four criteria in terms of which emotions can be classified.

### Answer

1. Emotions are primary or secondary
2. Emotions are positive or negative
3. Emotions vary in intensity
4. Emotions are expressed internally or externally.

## 05

Indicate the different ways in which feelings are expressed

Resource

From A–Z:

– Emotion

You are able to indicate the different ways in which emotions are expressed if:

- 01 various ways are recognised in which emotions are expressed
- 02 examples of these expressions of emotion are recognised.

### Activity 1

Read the following resource material:

- Emotion (Section 4.4).

### Activity 2

Indicate different ways in which emotions are expressed.

#### Answer

Your answer should refer to the following aspects of feeling expression:

1. Feelings are expressed internally to the body in terms of physiological changes indicating increased tension
2. Feelings are expressed externally in terms of:
  - (a) facial expressions
  - (b) gestures
  - (c) bodily postures and movements
  - (d) vocal intonations and expressions
  - (e) verbal utterances.

### Activity 3

Categorise the following items as (1) internal or (2) external expressions of feelings:

- (a) Secretion of adrenalin
- (b) A voice that gets more and more shrill
- (c) A face that is twisted with rage
- (d) A pounding heart
- (e) Swearing
- (f) Sweaty hands
- (g) A threatening gesture
- (h) Dragging feet and hanging head
- (i) Writing a love poem
- (j) Crying miserably
- (k) A rise in blood pressure
- (l) Thumbing your nose.

#### Answer

1. Internal expressions: a, d, f, k
2. External expressions: b, c, e, g, h, i, j, l.



## 06

Indicate the factors that play a role in the recognition of expressed feelings

Resource

From A–Z:

– Emotion

You are able to indicate the factors that play a role in the recognition of expressed feelings if:

- 01 the role that gender plays in the recognition and expression is recognised
- 02 the role that culture plays in the recognition of expressed feelings is recognised
- 03 the role that knowledge of context plays in the recognition of expressed feelings is recognised

### Activity 1

Read the following resource material:

- Emotion (Section 5).

### Activity 2

Indicate factors that play a role in the recognition of expressed feelings.

#### Answer

Three factors are important in the recognition of expressed feelings:

1. the gender of the individual
2. the culture in which the emotion is expressed
3. the context in which the expression of a feeling occurs

### Activity 3

Indicate what the following example illustrates: Pulane has a serious expression and deep frown on her forehead. I am shocked to see that she is so upset but then I see that she is busy with a complicated maths calculation.

This example illustrates:

1. that it is important to know the context when we interpret someone's external emotive expressions
2. that the external expression of someone's feelings provides reliable and sufficient cues for interpreting emotional conditions
3. both of the above
4. neither of the above.

#### Answer

Alternative 1.

#### Comment

Facial expressions, gestures and movement are unreliable and insufficient cues about what a person's emotional condition could be. But these cues are useful if we know and take note of the context in which they occur.

## Activity 4

Complete the following statement about the relationship between expressions of feeling and culture: The fact that certain expressions of feeling are universal does not .....

Answer

.... exclude the fact that expressions of feeling are also characteristic of a specific culture.

Comment

Your formulation need not be exactly the same as the answer provided here, but should imply that certain expressions of emotion occur in all cultures but that expressions of emotion can also be characteristic of a specific culture.

## Activity 5

Complete the following statement:

The fact that expressions of feelings are universal but can also be related to specific cultures implies that ...

1. they are inherited
2. they are learnt
3. both of the above
4. neither of the above.

Answer

Alternative 3.

Comment

Expressions of feelings have universal components (like the contraction of facial muscles) and culturally linked characteristics (like stamping the feet). Thus both learning and heredity help to establish emotive expressions.

## Activity 6

See if you can answer the following question.

The expressions of feelings can be learnt:

1. by conditioning
2. by modelling
3. by knowledge and insight into a situation
4. all of the above.

Answer

Alternative 4.

## Comment

All three forms of learning plays a role in establishing emotive expressions. If we find that certain expressions of feeling are successful we can become conditioned to use them regularly. Parents and teachers who express their emotions in particular ways serve as models for children. When we know and have insight into a situation and its possible consequences this helps us to learn emotive expressions that suit that situation.

## 07

Indicate the nature of emotional intelligence

Resource

From A–Z:

– Emotion

You are able to indicate the nature of emotional intelligence if:

- 01 the concept of emotional intelligence is recognised
- 02 the reasons why emotional intelligence is important are recognised

### Activity 1

Read the following resource material:

- Emotion (Section 6).

### Activity 2

What is emotional intelligence?

### Answer

Your answer should refer to the following:

1. Emotional intelligence is the combination of skills, including
  - empathy (understanding the feelings of others)
  - self-control
  - self-awareness
  - sensitivity to the feelings of others
  - persistence (keeping on going when a situation is difficult)
  - self-motivation (do things for yourself, and not relying on others to encourage and motivate you).
2. Emotional intelligence provides the link between feelings, character and moral values.

### Activity 3

Why is it important to be emotionally intelligent?

### Answer

Emotion intelligence helps one:

- to maintain good relationships due to one's sensitivity to others' feelings
- protect one's health and wellbeing because one knows how to avoid anger and loneliness that leads to depression, anger and violence
- to think effectively because one knows how to avoid situations that cause emotional upheaval that affects one negatively
- to be successful because one knows how to motivate oneself, and how to co-operate with others, and how to resolve conflict.

## 08

Indicate the relationship between emotions and motivation

Resource

From A–Z:

- Emotion

You are able to indicate the relationship between emotions and intelligence if:

- 01 the difference between emotion and motivation is recognised
- 02 the links between emotion and motivation are recognised.

### Activity 1

Read the following resource material:

- Emotion (Section 7).

### Activity 2

How do emotion and motivation differ?

Answer

Motivation is an internal state that activates and gives direction to our thoughts, feelings and actions. Like motives, emotions also activate and affect our behaviour, but it is difficult to predict the kind of behaviour that a particular emotion will prompt. Although we cannot always predict the behaviour that will follow from a particular state of motivation, motivated behaviour is easier to predict than behaviour prompted by emotion.

### Activity 3

What are the links between emotion and motivation?

Answer

1. Both motives and the arousal of emotions activate behaviour
2. Motives are often accompanied by emotions
3. Emotions typically have motivational properties of their own.

End of learning opportunity

NOTE: This is not an assignment and does not have to be submitted.

B1502–NSC

Learning opportunity

## Explore the nature of the self

### OUTCOME PRODUCT

#### Description

Knowledge of the concept of self in psychology.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of the concept of self in psychology is relevant and sufficient if:

- 01 the field of the self is reviewed comprehensively
- 02 the concept of self is indicated
- 03 the foundations of self-construction are indicated
- 04 the dynamics of self-construction are indicated.

### METHOD

#### 01

Review the field of the self

Resource

From A–Z:

- Self: The concept of self
- Self: The dynamics of the self
- Self: The foundations of the self

You are able to review the field of the self if:

- 01 the main themes in the field of the self have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of the self.

#### Activity 1

Read the following resource material:

- Information modelling: Visiograms
- Information modelling: Expandable tree structures
- Self: The concept of self
- Self: The dynamics of the self
- Self: The foundations of the self
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of the self.

### Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

- Ideas about what the self is (the concept of the self)
- Ideas about how the self comes into being (the foundations of the self)
- Ideas about the functioning of the self (the dynamics of the self).

## Activity 3

Model the main themes of the field of the self in the form of a visiogram.

### Answer

It is not difficult to draw this visiogram. Simply draw a circle and indicate this as 'Self', and then add three circles, called 'Concept of self', 'Foundations of self' and 'Dynamics of self'.

## Activity 4

Model the main themes of the field of the self in the form of a expandable tree structure.

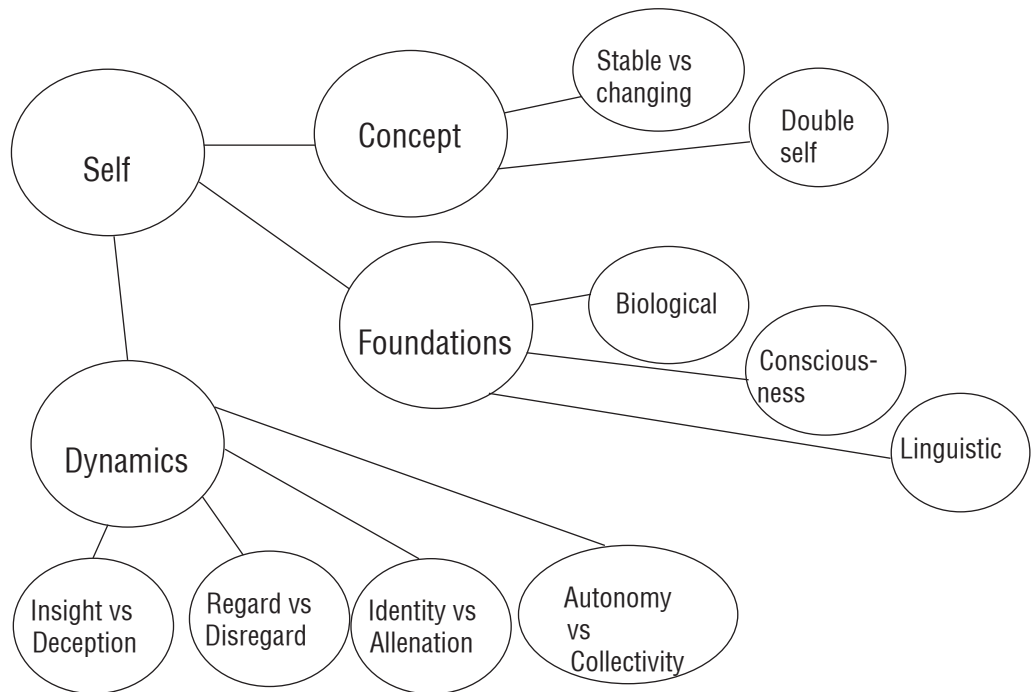
### Answer

The tree structure is fairly simple. Call the root 'Self' and expand the root across three nodes, called 'Concept', 'Foundations' and 'Dynamics'.

## Activity 5

Draw a visiogram that provides a comprehensive overview of the field of the self.

Answer



## 02

Indicate the concept of self

Resource

From A–Z:

– Self: The concept of self

You are able to indicate the concept of self if:

- 01 a general definition of the concept of self is indicated
- 02 the distinction between the concept of self and self-concept is indicated

### Activity 1

Read the following resource material:

- Self: The concept of self

### Activity 2

Provide a general definition of the concept of self.

Answer

Your answer should indicate that the self is seen as:

- (a) a stable core that underlies one's experiences
- (b) the core of the totality of one's experiences

Comment

The two references to the nature of self may seem contradictory: The self is constant, the self is

continually evolving. Yet this is how the self is. Imagine you run into a schoolfriend from many years ago. You immediately recognise the core of the person's being (self as a constant core) but you also notice how much your old schoolfriend has changed (self as the core of the totality of experience).

### Activity 3

Distinguish between the concept of self and self-concept.

Answer

1. The concept of self refers to the nature of self as it is used in psychology
2. Self-concept refers to individuals' self perceptions and how these perceptions come about.

### Activity 4

Describe the concept of self.

Answer

Your answer should contain the following main points:

1. The self is experienced as the stable core of our being.
2. The self incorporates processes of identity formation (condensing out of experience) and self-actualisation (a self looking for new experiences).
3. The self has a double structure. It is both the one who thinks and acts and the one who is the object of these thoughts and actions.

### Activity 5

Why is it not possible to decide between a self that actualises itself through experiences and a self that condenses from experience?

Answer

This is one of those moments where psychology gets really difficult because we are faced with the problem of trying to understand our own understanding. For the sake of the argument we have to oversimplify the question to a choice between a self that has experience and experience that has a self. Now the question is set in a form that is similar to the form of the argument about the double self, namely: There is a self that experiences, and a self in experience. The problem is that we cannot decide which self is more real – the self that is the subject of experience, or the self that is the object of experience. The reason why we cannot decide is because this entire description of the distinction between a subjective self and an objective self is already a mental picture, in other words an object of thought. Our only route to the self that actualises itself through experience is through our experience of this self. Although we experience ourselves as a self that has experiences (that actualises itself through experience) this is always already an experienced self. So we cannot get to a definite answer.



## 03

Indicate the foundations of self-construction

Resource

From A–Z:

- Self: The foundations of the self

You are able to indicate the sources of self-construction if:

- 01 the various foundations of self-construction are indicated
- 02 the meaning of each of the sources of self-construction is indicated.

### Activity 1

Read the following resource material:

- Self: The foundations of the self

### Activity 2

Indicate three foundations of self-construction.

Answer

The self is construction through processes of reflection in:

1. the biological domain
2. consciousness
3. language.

### Activity 3

Indicate the meaning of each of the foundations of self-construction.

Answer

Your answer should describe and explain the following:

1. Reflection in the biological domain:
  - Relationships between sensations and actions are captured in neural networks
  - These networks establish patterns of behaviour that are unique to the organism
  - At the next level of organisation these patterns are organised as images – the self is such an image
  - At a further level of organisation these images are replaced by symbols
  - the image of self is replaced by the word 'self'.
2. Reflection in consciousness:
  - Consciousness is basically a process of reflection
  - One of the reflective processes of consciousness is introspection
  - The self comes into being through the process of introspection
3. Reflection in language:
  - Language is the basic medium in terms of which we understand the world
  - Patterns in language (called discourses) constitute our world (including ourselves).

- We use our discourses to establish symmetrical relationships with each other
- In symmetrical relationships we share meanings about the world
- The self appears as a shared meaning when the I who thinks (the subject of my thoughts) negotiates a symmetrical relationship with the I who is thought about (the object of my thoughts).

## 04

Indicate the dynamics of self-construction

Resource

From A–Z:

- Self: The foundations of the self

You are able to indicate the dynamics of self-construction if :

- 01 the meaning of a bipolar dimension is indicated
- 02 four dimensions of self-construction are indicated
- 03 the meaning of each of the four dimensions of self-construction is indicated

### Activity 1

Read the following resource material:

- Self: The dynamics of the self

### Activity 2

Explain the term bipolar dimension.

Answer

A bipolar dimension is a continuum between two opposing poles.

Comment

The continuum represents a mixture of the two opposites that constitute the poles. At its middle the continuum represents equal measures of each opposite. As one moves away from one pole and closer to the other the measure of the pole one approach increases relative to the measure of the pole one recedes from. For example, consider the bipolar dimension of self-insight-self-deception:

*self-insight* <<-----*(b)*-----*(a)*-----*(c)*----->> *self-deception*

At (a) one finds equal measures of self-insight and self-deception, at (b) more self-insight relative to self-deception, and at (c) more self-deception relative to self-insight.

### Activity 3

Name four dimensions of self-construction.

Answer

1. Self-insight versus self-deception

2. Self-regard versus self-disregard
3. Self-identity versus self-alienation
4. Self-autonomy versus self-collectivity.

### Activity 4

Describe the role of self-insight and self-deception in self-construction.

### Activity 5

Describe the role of self-regard and self-disregard in self-construction.

### Activity 6

Describe the role of self-identity and self-alienation in self-construction.

### Activity 7

Describe the role of self-autonomy and self-collectivity in self-construction.

### Activity 8

Read the following claims about the dimensions of self-construction and indicate which statement is right or wrong.

1. The way to improve self-insight is to decrease the amount of hidden knowledge.
2. The tendency to equate failure in a task with failure as a person can become a vicious spiral leading to increased levels of low-self-regard.
3. Modern women experience continuing self-alienation as a result of their inability to reconcile the roles of mother and career woman.
4. The healthy self is an autonomous self that is more productive when working independently from others.

Answer

Correct: 2

Incorrect: 1, 3, 4.

Comment

Statement 1 is not correct because it does not tell the full story. The main route to self insight is to decrease the knowledge that one is blind for. In other words the important thing is to learn what others know about one that one does not know about oneself. Only after having done this will it help to disclose hidden knowledge about oneself in order to gain further insight from how others react to one's disclosure.

Statement 3 is not correct because it is an over-generalisation. Although some modern women may experience extreme forms of alienation as a result of role-switching most modern women succeed well in maintaining a sense of continuity and wholeness in spite of the different roles they fulfil. Statement 4 is not correct because it does not tell the full story. The healthy self is a self that can function autonomously while acknowledging its dependency on others.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–NSP

Learning opportunity

## Explore societal issues

### OUTCOME PRODUCT

#### Description

Knowledge of issues in society.

#### Standards

The knowledge should be relevant and sufficient.

#### Assessment criteria

Your knowledge of societal issues is relevant and sufficient if:

- 01 current societal issues are reviewed comprehensively
- 02 the psychology of violence is indicated
- 03 the psychology of discrimination is indicated
- 04 the psychology of the development of poor communities is indicated
- 05 the psychology of landownership is indicated
- 06 the role of preventive interventions is indicated.

### METHOD

#### 01

Provide a review of societal issues

You are able to review societal issues if:

- 01 current societal issues have been identified
- 02 the information has been modelled to provide a comprehensive picture of current societal issues.

Resource

From A–Z:

- Societal issues
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 1

Read the following resource material:

- Societal issues
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify current societal issues.

### Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

1. Violence
2. Discrimination
3. Development of poor communities
4. Landownership (a place to stay)

## Activity 3

Model the overview of societal issues in the form of a visiogram.

### Answer

People are unlikely to draw their models in exactly the same manner. However, your model should include the concepts of violence, discrimination, development of poor communities and landownership. If you experience difficulties drawing the visiogram, have a look at other learning opportunities where examples of visiograms are provided.

## Activity 4

Model the overview of societal issues in the form of an expandable tree structure.

### Answer

Your model should include the concepts of violence, discrimination, development of poor communities and landownership. If you experience difficulties drawing the expandable tree structure, have a look at other learning opportunities where examples of expandable tree structures are provided.

## Activity 5

Name four societal issues that promote social disorganisation in contemporary South African society.

Answer

1. Violence
2. Discrimination
3. Development of poor communities
4. Landownership

## 02

Indicate the psychology of violence

Resource

From A–Z:

– Societal issues

You are able to indicate the psychology of violence if:

- 01 the nature of violence is indicated
- 02 five kinds of violence are indicated
- 03 three theoretical approaches to violence are indicated
- 04 the effects of violence are indicated.

### Activity 1

Read the following resource material:

- Societal issues (Section 1).

### Activity 2

When does violence begin? Violence begins when ...

1. we stop to esteem and respect each other
2. we start to abuse each other
3. 1 and 2.

Answer

Alternative 3.

### Activity 3

Describe four metaphorical forms of violence.

Answer

Your answer should indicate that:

1. violence can be physical – that is, causing bodily harm
2. violence can be psychological – that is, manifest itself in talk that brutalise and humiliate other people
3. violence can be structural – that is, manifest itself in the unfair distribution of material and nonmaterial commodities
4. violence can be poverty – that is, manifest itself in the fact that unjust political, social and economic structures force people to live in sub-human ways.

## Activity 4

Describe the nature of violence.

Answer

1. Violence begins at the interpersonal level, namely when one fails to esteem the other person and stops to respect his/her dignity.
2. Violence becomes part of our daily lives in subtle metaphorical forms (i.e. psychologically, structurally, and in the form of poverty).
3. The metaphorical forms of violence cause physical violence, which manifests itself in the form of violence for material gain, domestic violence, sexual violence, state and collective violence and self-directed violence.

## Activity 5

Name three effects of violence.

Answer

1. Violence is fragmenting and disempowering
2. Violence causes alienation in society
3. Violence has a negative impact on children.

## Activity 6

Describe the alienating effect of violence.

Answer

Your answer should name and describe three interrelated facets of violence:

1. the fear of becoming the victim of violence
2. the avoidance of behaviour that used to be spontaneous
3. the feeling of loss of control.

## Activity 7

Describe the effect of violence on children.

Answer

Your answer should name and describe the following aspects of the effects of violence on children:

1. The absence of a supportive home life, which lays down firm norms for behaviour, leads to children becoming participants in a culture of violence
2. A culture of violence can irreparably damage a child's psychological wellbeing



3. Poor psychological wellbeing leads to maladjustment. Maladjustment takes the following forms:
  - (a) Learning to behave in maladjusted ways in order to survive
  - (b) Learning to see aggressors (instigators and perpetrators of violence) as role models
  - (c) Learning to see violence as the way to solve all problems
  - (d) Impairing moral development – moral development becomes arrested at the low level of a vengeful vendetta approach to other people.

## 03

Indicate the psychology of discrimination

Resource

From A–Z:

– Societal issues

You are able to indicate the psychology of discrimination if:

- 01 discrimination is defined
- 02 the role of discursive practice in discrimination is indicated
- 03 the difference between traditional and modern or symbolic racism is indicated

### Activity 1

Read the following resource material:

- Societal issues (Section 2)

### Activity 2

Discrimination happens when ...

1. one stereotypes a person
2. one is prejudiced against the person
3. one acts according to one's stereotypes and prejudices
4. 1 and 2.

Answer

Alternative 3.

Comment

Discrimination is not merely ideas, but action. It happens when one implements one's ideas in such a manner that leads to practices that result in privileges, status and power for one person or group at the expense of another.

### Activity 3

Explain how the ideology of patriarchy leads to discrimination against women.

## Answer

Your explanation of discrimination against women should:

1. define the term patriarchy
2. indicate that the ideology of patriarchy means that manhood is taken as the basic standard of personhood, and that personhood is not described in terms of both manhood and womanhood
3. indicate that the ideology of patriarchy leads to womanhood being described with reference to the basic standard of manhood, and not by referring to a neutral and overarching concept of personhood
4. indicate that the patriarchal stereotypes of manhood and womanhood are perpetuated in modern discursive practices
5. indicate that discursive practices that perpetuate patriarchal stereotypes of manhood and womanhood (that is, discursive practices that describe womanhood with reference to a basic standard of manhood) unwittingly legitimises discriminatory practices against woman.

## Activity 4

Draw a distinction between modern racism and traditional racism.

## Answer

To indicate how modern racism differs from traditional racism you should:

1. define traditional racism
2. define modern racism
3. indicate how modern racism differs from traditional racism
4. indicate how both forms of racism are still racism.

## Comment

Note that modern racism displays itself in racist remarks and jokes that groups of all colours make between them. Also note that the difference between traditional and modern racism is a symptomatic change (a change in the way racism is expressed), not a real change (a change in racist feelings).

## Activity 5

Indicate how racism is manifested in modern racism.

## Answer

Your answer should name and explain the following manifestations of racism:

1. Unwittingly perpetuating negative stereotypes through highly selective perception of situations
2. Apparently supporting the principle of equality, whilst resisting its implementation through some kind of rationalisation

3. Implementing non-racist policies, yet withholding vital enablers of performance (i.e. giving with one hand, and taking with the other)
4. Maintaining distance in interpersonal situations
5. Passively resisting support of another person by withholding normal supportive actions

## 04

Indicate the psychology of the development of poor communities

Resource

From A–Z:

– Societal issues

You are able to indicate the psychology of the development of poor communities if:

- 01 the cyclic dynamic of poverty is indicated
- 02 the nature of community is indicated

### Activity 1

Read the following resource material:

- Societal issues (Section 3)

### Activity 2

How does the cyclic dynamic of poverty stifle the development of a community?

Answer

Your answer have to address the following points:

1. The prevalence of poverty.
2. The phenomena of cyclic dynamic, learned helplessness and hopelessness.
3. How these phenomena keep communities from developing.

### Activity 3

What are the factors that are important for the development of a community?

Answer

Your answer have to address the following points:

1. The transactional relationship between a community and its members.
2. The factors that are important to make people feel part of a community.

## 05

Indicate the psychology of landownership

Resource

From A–Z:

– Societal issues

You are able to indicate the psychology of landownership if:

- 01 the significance of the environment as physical place is indicated
- 02 the significance of the environment as extension of the self is indicated
- 03 the significance of the environment as social system is indicated.

## Activity 1

Read the following resource material:

- Societal issues (Section 4)

## Activity 2

Name three kinds of experienced environment.

Answer

1. The environment as physical place
2. The environment as self-extension
3. The environment as social system.

## Activity 3

Link each of the following statements with the appropriate type of environmental experience.

Environmental experience:

- (a) Crowding
- (b) Personal space
- (c) Privacy
- (d) Environment as physical place
- (e) Territoriality
- (f) Environment as self-extension

Statements

1. “When I go on holiday to my parents at a place near Umtata, and I see and smell the green hills as I did as a child, then I know it is a place that I can call my own.”
2. “When they forced us to leave the land, I felt as if I had left my soul behind. That land had become part of my life, just as blood is part of my body.”
3. “I am fond of people, but I like to feel that I can be alone when I want to and be with people when I want to.”
4. “This is my little piece of land, and you must never set foot on it again. Can’t you see that the place is fenced?”
5. “I get panicky if there are more than five people in the lift with me. All I want to do then is to get out.”
6. “When I am travelling on a bus and a stranger comes and sits next to me, I try to make myself as small as I can, and move as far away as possible. Of course, there are other people whom I like to have sitting as close to me as possible!”

Answer

1. d
2. f
3. c

4. e
5. a
6. b

### Comment

Statement 1 is an example of environment as a physical place which at the same time is place-centred (the place where the speaker spent childhood days among green hills near Umtata) and self-centred (the physical place which the speaker experiences as his/her “own” place or favourite place).

This gives rise to the question: Why is Statement 1 not an example of environment as self-extension? Of course one could argue that it is, but one should keep in mind that there is a difference in emotional intensity between the experience of the environment as favourite physical place which one calls one's own, and the experience of the environment as an extension of one-self – as is clearly the case with Statement 2, where the speaker's “soul” (his/her entire being) remained behind when the speaker was forced to leave the land. Statement 2 is an illustration of the environment as self-extension as a result of the speaker's intense feeling of emotional oneness with the environment.

Statement 3 illustrates the experience of the environment as a social system, with the emphasis on privacy. It is clear that from time to time, the speaker values privacy above all else, and wants to feel that he/she is allowed to have control over contact with people.

Statement 4 is an example of territoriality because the speaker is obviously indicating a clearly defined, visible area. Moreover, the speaker feels that the presence of the unauthorised person in the fenced area is a territorial transgression.

Statement 5 clearly illustrates the experience of the stress caused by crowding. The speaker finds five or more people are just too many for the small space of a lift. At the same time it illustrates the important point that crowding cannot be expressed in a reductionist way in terms of a fixed number of people per square metres, but only in transactional (interpretive) terms.

Statement 6 illustrates personal space. In Statement 6 the speaker is definitely creating a space or zone around him/herself depending on the circumstances. This zone shifts in order to allow some people to come closer to the speaker, while moving others farther away.

### Activity 4

What do the concepts of privacy, territoriality, personal space and stress from crowding have in common?

1. All four concepts indicate a desire to be alone
2. All four concepts relate to the presence of people
3. All four concepts indicate people's desire to make social contact
4. All four concepts relate to individualised authority over the size of environmental spaces.

### Answer

Alternative 2.

## 06

Indicate the role of preventive interventions

Resource

From A–Z:

– Societal issues

You are able to indicate the role of preventive interventions if:

- 01 the nature of a curative approach is indicated
- 02 the nature of a preventive approach is indicated.

### Activity 1

Read the following resource material:

- Societal issues (Section 5)

### Activity 2

What is the difference between a curative approach and a preventive approach?

Answer

1. A curative approach focuses on:
  - the symptoms of problems
  - the treatment of these symptoms
2. A preventive approach focuses on:
  - the causes of problems
  - strategies to prevent these problems from developing
  - delivery of services normally associated with a curative approach (i.e. treatment of illness).

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

# B1502–POW

## Learning opportunity

# Explore the psychology of work

## OUTCOME PRODUCT

### Description

Knowledge of the psychology of work.

### Standards

The knowledge should be relevant and sufficient.

### Assessment criteria

Your knowledge of the psychology of work is relevant and sufficient if:

- 01 the field of work is reviewed comprehensively
- 02 the concept of work is indicated
- 03 the nature of work ethic is indicated
- 04 the nature of work motivation is indicated
- 05 the psychodynamics of unemployment is indicated.

## METHOD

### 01

Review the field of work

Resource

From A–Z:

- Work: The concept of work
- Work: The dynamics of unemployment
- Work: The ethic of work

You are able to review the field of work if:

- 01 the main themes in the field of work have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of work.

### Activity 1

Read the following resource material:

- Work: Motivation in the workplace
- Information modelling: Visiograms
- Information modelling
- Expandable tree structure
- Work: The concept of work
- Work: The dynamics of unemployment
- Work: The ethic of work
- Work: Motivation in the workplace
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of work.

### Answer

Your answer may differ slightly from the following, but it should nevertheless include these main points:

1. The concept of work
2. The dynamics of unemployment
3. The ethic of work
4. Motivation in the workplace.

## Activity 3

Model the main themes of the field of work in the form of a visiogram

### Answer

People are unlikely to draw their models in exactly the same manner. However, your model should include the themes that you identified as the main themes in the field of work. If you experience difficulties drawing the visiogram, have a look at other learning opportunities where examples of visiograms are provided.

## Activity 4

Model the main themes of the field of work in the form of a expandable tree structure.

### Answer

People are unlikely to draw their models in exactly the same manner. However, your model should include the themes that you identified as the main themes in the field of work. If you experience difficulties drawing the visiogram, have a look at other learning opportunities where examples of expandable tree structures are provided.

## Activity 5

The concept of work ethic is discussed in terms of two constituent items. What are these?



Answer

The socio-politics of work ethic, and the psychology of work ethic.

## 02

Indicate the concept of work

Resource

From A–Z:

– Work: The concept of work

You are able to indicate the concept of work if:

- 01 the different meanings that people attach to work are indicated
- 02 the nature of the evolutionary phases of work in human history is indicated.

### Activity 1

Read the following resource material:

– Work: The concept of work.

### Activity 2

Indicate four personal meanings of work.

Answer

Your answer should refer to the following:

1. General, everyday purposeful activities that one is not paid to do
2. Activities that one performs in order to find work
3. Activities that are performed on a formal, regular and daily basis and that one is paid for
4. Activities that one is paid to perform on a formal, regular and daily basis as part of the oppressive circumstances in which one finds oneself.

### Activity 3

Indicate four evolutionary phases of work in human history.

Answer

The four phases are:

1. The hunter-gatherer phase
2. The agricultural development phase
3. The industrial phase
4. The information phase.

### Activity 4

Describe each of the four evolutionary phases of work.

## 03

Indicate the nature of work ethic

Resource

From A–Z:

– Work: The ethic of work

You are able to indicate the nature of work ethic if:

- 01 the socio-political development of work ethic is indicated
- 02 the psychological factors associated with work ethic are indicated.

### Activity 1

Read the following resource material:

- Work: The ethic of work

### Activity 2

Describe how the ethic of work developed in human history.

### Answer

Your answer should identify the main kinds of work ethic, and indicate what they are and how they came about. Therefore you should discuss (1) the protestant ethic of work, (2) the mechanistic ethic of work, and (3) the organismic ethic of work.

1. The protestant work ethic:  
The protestant work ethic developed when people gained economic freedom. The protestant work ethic developed out of two earlier kinds of work ethic, namely the market ethic and the freedom ethic. Factors such as population growth, urbanisation and the discovery of previously unknown parts of the world led to increased trade. The expansion of trade cultivated a market ethic. Profits generated by markets emancipated people. People gradually rid themselves of their economic enslavement to powerful landlords and kings. A freedom ethic took root. However, the new notions of freedom conflicted with the doctrines of the Roman Catholic church. The conflict came to a head with the Protestant Reformation. The Protestant world-view proclaimed the merit of work, and this gave rise to a distinctive Protestant work ethic. The Protestant work ethic states that people have a vocation to work; that they have no right to eat if they do not work; and that people must cultivate their skills so that they can work better for the glory of God, and that people should not consume more than what they need to satisfy their basic requirements.
2. The mechanistic work ethic:  
The mechanistic work ethic developed when people gained individual freedom. Despite gaining economic freedom through the protestant work ethic people still worked within the constraints of strict hierarchical structures. People at the bottom of the hierarchy had to do as they were told by people higher up in the hierarchy. This process was supported by the world-view that things work in a mechanical way.
3. The organismic work ethic:  
In the twentieth century the mechanistic view gave way to the idea that things work in an organismic way. Organisms are evolving systems constantly reacting and adapting to change. The organismic view puts a greater emphasis on the individual as an organism in its own right. This creates a work ethic in which people have to rely on themselves to develop and maintain their self-identity. They have to take personal responsibility and actualise themselves.

### Activity 3

Select the characteristics of the post-industrial era from the following list:

1. A pyramidal hierarchical structure
2. Exaggerated subjection to authority, and passive compliance by workers
3. Participatory management
4. Self-development
5. People as machines
6. Personal responsibility
7. Work teams
8. Lifelong training
9. Flexible procedures.

#### Answer

The following are characteristic of the post-industrial era: 3, 4, 6, 7, 8 and 9.

### Activity 4

Indicate psychological factors associated with a strong work ethic.

#### Answer

1. An internal locus of control
  - high levels of commitment
  - the ability to recognise and meet obligations
2. Fulfilment of needs
  - a need to achieve
  - a need for self-actualisation
3. Awareness of personal responsibility.

## 04

Indicate the nature of work motivation

Resource

From A–Z:

- Work: Motivation in the workplace

You are able to indicate the nature of work motivation if:

- 01 the basic dimensions of personal work meaning are indicated
- 02 the categories of work motivational theories are indicated
- 03 the nature of each of the different kinds of work motivational theory is indicated.

### Activity 1

Read the following resource material:

- Work: Motivation in the workplace

## Activity 2

The personal meaning people attach to work plays a major role in their motivation to work. The basic dimension/dimensions in terms of which an individual's personal meaning of work is/are described is/are:

1. work centrality
2. social norms about work
3. valued work goals
4. all three of the above.

Answer

Alternative 4.

## Activity 3

Indicate how people attach meaning to their work in terms of the three basic concepts of personal meanings of work.

Answer

A person's response to a question about the meaningfulness of his/her work will involve one or more of the following concepts:

1. *work centrality*, which relates to how important a person's work is in his/her life. A high degree of job centrality implies that the person attaches greater importance to his/her job than to another factor in his/her life.
2. *social norms*, which relate to social rights and responsibilities context of a person's work. For example, a person may think that his/her work is meaningful because he/she contributes to society through his/her job.
3. *valued work goals*, which relate to the goals that a person achieves through his/her work. For example, a person may have the goal of becoming a wealthy person. Then the person finds it meaningful to work because work is the way to become rich.

## Activity 4

Name three categories of work motivation theories

Answer

1. Need-fulfilment theories
2. Cognitive-choice theories
3. Self-regulation theories.

## Activity 5

According to the motivational hygiene theory job satisfaction is a function of the relationship between hygiene factors (work context) and motivating factors (job content). Which of the following is/are related to job satisfaction?

1. Favourable hygiene factors and motivating factors
2. Favourable hygiene factors but no motivating factors
3. Motivating factors but no favourable hygiene factors
4. No favourable hygiene factors and no motivating factors.

Answer

Alternative 1.

Comment

Job satisfaction requires a combination of favourable work context and favourable work content. Favourable work context on its own does not guarantee work satisfaction. It merely guarantees that employees will not be dissatisfied with their jobs. But the absence of favourable work content does not mean that people will be dissatisfied with their jobs. It means that they will not be satisfied with their jobs. This may sound like word play because we normally use words and their opposites to describe situations. For example, we normally think that if somebody is not satisfied then he/she must be dissatisfied. However, one can make a more subtle distinction. The fact that somebody is not satisfied with his/her job does not mean that the person is dissatisfied. By the same token, the fact that somebody is not dissatisfied with his/her job does not mean that the person is satisfied.

## Activity 6

The motivational hygiene theory exposes an entire range of popular dubious assumptions about people's work motivation. Which of the following assumptions are not correct?

1. People are more motivated to work if they receive a better salary
2. People are more motivated to work if their work circumstances are improved
3. Work content provides more work motivation than work context factors
4. Effective administration promotes work motivation.

Answer

Assumptions 1, 2 and 4.

Comment

A better salary, improved work circumstances (hygiene factors) and effective administration are contextual factors of the job. People are not more motivated to work in the presence of favourable hygiene factors. Favourable hygiene factors do not lead to job satisfaction – it merely stops job dissatisfaction.

## Activity 7

According to the goal-setting theory of work motivation people are productive when goals are set to work towards, provided that certain conditions are met. Which of the following is/are conditions for setting work goals?

1. The goals are specifically and clearly substantiated
2. The goals set a challenge yet are attainable
3. There is feedback on the process toward mastering the goals
4. Workers are allowed to help formulate the goals.

Answer

Conditions 1, 2, 3 and 4 are required for effective work goal setting.

### Activity 8

According to the equity theory of work motivation employees estimate the measure of equity in the workplace by means of (a), which may result in (b), leading to (c).

1. (a) social unrest, (b) the experience of unfairness, (c) decreased inputs
2. (a) social comparison, (b) the experience of unfairness, (c) decreased work motivation
3. (a) the experience of feeling motivated, (b) higher output, (c) increased work motivation
4. (a) the degree of fairness-unfairness, (b) lower outcomes, (c) a spiral of increasing unrest.

Answer

Alternative 2.

Comment

According to the equity theory of work motivation workers compare their inputs and resultant outcomes with those of other workers (social comparison). They then make inferences about fairness and this has an effect on work motivation.

## 05

Indicate the dynamics of unemployment

Resource

From A–Z:

- Work: The dynamics of unemployment

You are able to indicate the dynamics of unemployment if:

- 01 the effects of unemployment are indicated
- 02 the psychodynamic of unemployment is indicated.

### Activity 1

Read the following resource material:

- Work: The dynamics of unemployment

### Activity 2

Indicate the effects of unemployment.

Answer

Your answer should indicate the following effect:

1. Economic effects:  
No income, and increased poverty. In extreme cases this may lead to lack of food and housing.
2. Social effects:  
Higher stress levels in society, increased alcohol dependency, violence and suicide – may lead to socio-political unrest.
3. Psychological effects  
Increased stress which may result in deterioration of physical health and in psychological illness.

Loss of personal identity which is characterised by feelings of inadequacy, self-mortification, social and emotional isolation, and general existential anxiety and worry.

However, there may also be positive psychological effects, namely the opportunity to re-evaluate values, discover true self, learn to be independent and to become useful in the community.

### Activity 3

Describe the psychodynamics of unemployment.

#### Answer

Your answer should indicate the following:

Due to the pervasive influence of the protestant work ethic and its post-industrial application people have the impression that fulfilment and self-development can only be achieved through work and that work is the measure of one's human worth and one's constructive contribution of society. To function normally one has to work. People's identities are intertwined with the jobs they do. In a community and in society as a whole one's place, status and value are often measured by one's job. If one does not have a job one loses one's identity and starts to question one's personhood and one's competence. One begins to feel a failure, and becomes a burden to others. A person who becomes a burden to others loses friends and becomes lonely, experiencing more feelings of failure. People who experience excessive feelings of failure and doubt their personhood and competence find it more difficult to become useful members of society again. However, the way in which individuals react to unemployment is related to their perceptions of work. Economic uncertainty, rapid social change and accelerated technological developments means that fewer people can expect to have lifelong jobs. Some people see the interlude between jobs as an opportunity for positive re-evaluation of themselves and their circumstances. Thus job loss is not necessarily a lasting condition, but rather a process of transition marked by the re-evaluation of one's goals, and an opportunity for retraining and up-skilling.

End of learning opportunity

**NOTE:** This is not an assignment and does not have to be submitted.

B1502–SOP

Learning opportunity

# Explore the science of psychology

## OUTCOME PRODUCT

### Description

Knowledge of the science of psychology.

### Standards

The knowledge should be relevant and sufficient.

### Assessment criteria

Your knowledge of the science of psychology is relevant and sufficient if:

- 01 the field of psychological science is reviewed comprehensively
- 02 the nature of the ontological dimension of the science of psychology is indicated
- 03 the nature of the epistemological dimension of the science of psychology is indicated
- 04 the nature of the methodological dimension of the science of psychology is indicated
- 05 the nature of the ideological dimension of the science of psychology is indicated.

## METHOD

### 01

Review the field of psychological science.

Resource

From A–Z:

- Psychological science
- Information modelling:  
Visiograms

You are able to review the field of psychological science if:

- 01 the main themes in the field of psychological science have been identified
- 02 the information has been modelled to provide a comprehensive picture of the field of psychological science.

### Activity 1

Read the following resource material:



- Information modelling:  
Expandable tree structures
- Psychological science
- Information modelling: Visiograms
- Information modelling: Expandable tree structures

## Activity 2

Identify the main themes in the field of psychological science.

### Answer

Your answer may differ slightly from the following, but it should nevertheless cover these main areas:

- the ontological component of scientific thinking
- the epistemological component of scientific thinking
- the methodological component of scientific thinking
- the ideological component of scientific thinking.

## Activity 3

Model the main themes of the field of psychological science in the form of a visiogram.

### Answer

People are unlikely to draw their models in exactly the same manner. However, your model should include the themes that you identified as the main themes of psychological science. If you experience difficulties drawing the visiogram, have a look at other learning opportunities where examples of visiograms are provided.

## Activity 4

Model the main themes of the field of psychological science in the form of an expandable tree structure.

### Answer

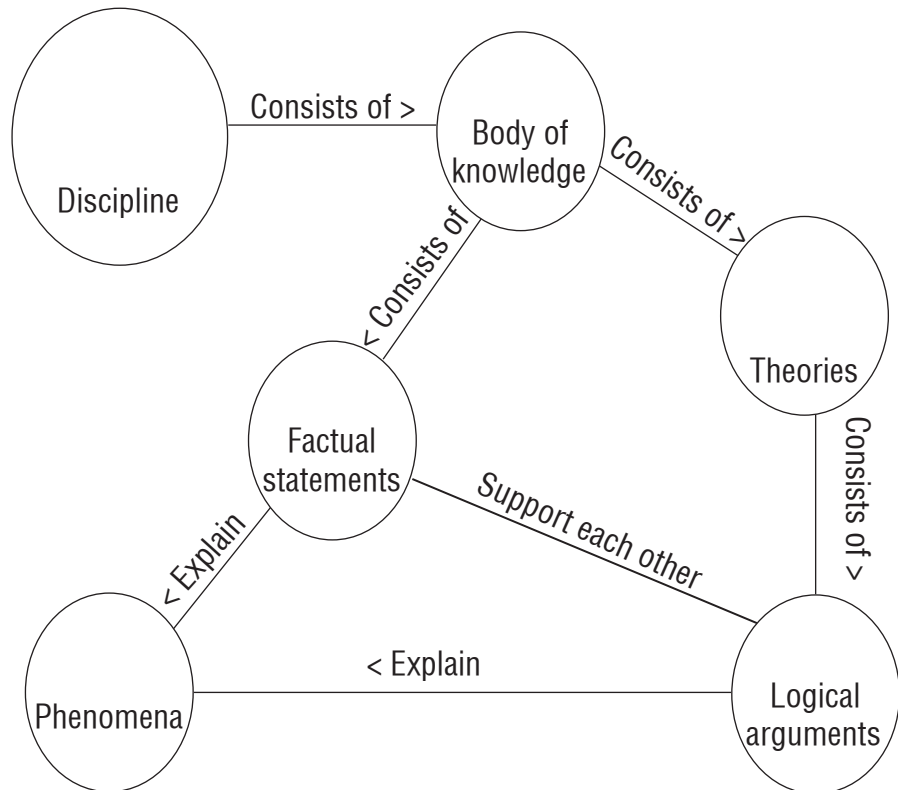
People are unlikely to draw their models in exactly the same manner. However, your model should include the themes that you identified as the main themes of psychological science. If you experience difficulties drawing the expandable tree structure, have a look at other learning opportunities where examples of expandable tree structures are provided.

## Activity 5

Draw a model of psychology as a discipline.

Answer

Your model do not have to look exactly like this, but it should include the main ideas indicated here.



## 02

Indicate the ontological dimension of the science of psychology

Resource

From A–Z:

– Psychological science

You are able to indicate the ontological dimension of the science of psychology if:

- 01 nature of the ontological dimension in psychology is indicated
- 02 the reason why the ontology of psychology is problematic is indicated.

### Activity 1

Read the following resource material:

- Psychological science (Section 1).

### Activity 2

What does the ontological dimension refer to?

Answer

The study of being or reality.

### Activity 3

What does the ontological dimension refer to in psychology?

Answer

Although many psychologists will indicate human behaviour and experience as the ontological reality of psychology, the fundamental ontological object of psychology is the human being.

### Activity 4

Why is the ontology of psychology problematic?

Answer

There are different schools of thought in psychology (e.g. behaviourism, psychoanalytic and cognitive psychology, and social constructionism) and different trends of thinking about the nature of human beings. This means that people do not agree about the nature of the subject matter that psychologists aim to study.

## 03

Indicate the epistemological dimension of the science of psychology

Resource

From A–Z:

– Psychological science

You are able to indicate the epistemological dimension of the science of psychology if:

- 01 the meaning of the epistemological dimension is indicated
- 02 the various interpretations of truth are indicated
- 03 the nature of the epistemology of falsification is indicated
- 04 the nature of the constructivist epistemology is indicated.

### Activity 1

Read the resource material:

- Psychological science (Section 2)

### Activity 2

What does the epistemological dimension refer to?

Answer

Views on the nature and grounding of knowledge.

### Activity 3

Describe four interpretations of the concept of truth.

Answer

In your answer you should indicate and describe each of the following interpretations:

1. truth as correspondence with a real independent reality
2. truth as objective facts – i.e. facts that speak for themselves, untainted by personal interpretations
3. truth as non-falsified statements
4. truth as shared meanings – i.e. consensus.

#### Activity 4

Below are four truth claiming statements. Identify the interpretation of truth that is implicit in each case.

1. All schizophrenic patients experience hallucinations. No case has been recorded of a schizophrenic patient who did not experience hallucinations.
2. The virus that causes AIDS in humans has been identified in a carefully controlled study.
3. Tobacco smoke causes lung cancer. Numerous studies have shown that up to 80% of smokers contract lung cancer.
4. There is a high incidence of stress in contemporary society. This is evident in the large number of people who work longer hours than what they supposed to, who has disturbed sleep patterns, and who complain of a chronic tiredness.
  - (a) Truth as correspondence with reality
  - (b) Truth as objective fact
  - (c) Truth as non-falsified statement
  - (d) Truth as shared meaning.

Answer

1. c
2. b
3. a
4. d

Comment

1. The truth is: All schizophrenic patients experience hallucinations. How this is known to be true: No case has been recorded of a schizophrenic patient who did not experience hallucinations.
2. The truth is: A certain virus causes AIDS in humans. How this is known to be true: Observed in a carefully controlled study (A study that is carefully controlled means the study has been controlled to avoid subjective interpretations and to provide objective information.)
3. The truth is: Tobacco smoke causes lung cancer. How this is known to be true: A certain percentage of smokers contract lung cancer. Although the percentage is not 100% (which really would prove the statement), it is a very large percentage (80%). In other words, the assumption is that the observed fact (80% of smokers contract lung cancer) represents the underlying truth that given enough cigarettes and enough time to smoke, all smokers (100%) will in the end contract lung cancer.

4. The truth is: Many people have stress nowadays. How this is known to be true: Stress is defined as working longer hours, having disturbed sleep patterns, and feeling tired. That these phenomena are in fact symptoms of a condition called stress is a shared meaning.

## 04

Indicate the methodological dimension of the science of psychology

Resource

From A–Z:

– Psychological science

You are able to indicate the methodological dimension of the science of psychology if:

- 01 the meaning of the methodological dimension is indicated
- 02 seven steps of the research process are indicated
- 03 the nature of each of the steps in the research process is indicated.

### Activity 1

Read the following resource material:

- Psychological science (Section 3).

### Activity 2

Indicate what the methodological dimension refers to.

Answer

It refers to how research should be conducted to ensure the production of reliable and accurate knowledge.

### Activity 3

Name seven steps in the research process.

Answer

1. Identify the research topic
2. Formulate the research problem
3. Conceptualise and operationalise key constructs
4. Plan and design the study
5. Collect the information
6. Analyse and interpret the information.
7. Report the research outcomes.

### Activity 4

Below are five research activities. Where do they fit into the research process?

1. Preparing a presentation of the research study
2. Asking research participants to complete a questionnaire
3. Becoming aware of the high incidence of family violence

4. Using two groups (Group A with low anxiety and Group B with high anxiety) to determine the effect of anxiety on examination performance
5. Defining cognitive ability as the total score achieved on a cognitive ability test.

Steps in the research process:

- (a) Identification of the research topic
- (b) Formulation of the research problem
- (c) Conceptualisation and operationalisation of key constructs
- (d) Planning and design of the study
- (e) Collection of the information
- (f) Analysis and interpretation of the information.
- (g) Reporting the research outcomes.

Answer:

1. g
2. e
3. a
4. d
5. c

## 05

Indicate the ideological dimension of the science of psychology

Resource

From A–Z:

– Psychological science

You are able to indicate the ideological dimension of the science of psychology if:

- 01 the nature of the ideological dimension is indicated
- 02 the nature of ideological influences on science is indicated

### Activity 1

Read the following resource material:

- Psychological science (Section 4).

### Activity 2

What does the ideological dimension of the science of psychology refer to?

Answer

It refers to the fact that science is not really a neutral activity – it is greatly influenced by ideological and political considerations.

### Activity 3

What are the main categories of ideological influences on science?

Answer

1. Ideological factors within the domain of science itself
2. The socio-economic and socio-political environments within which science is conducted.

#### Activity 4

If research in the human sciences has to be politically sensitive in order to win the approval of government, this would hamper the type of social-critical research that we need in South African society. For instance, which of the following are examples of obstacles that hampered research during the apartheid era?

1. Financial support was not available for people who wanted to do social-critical research on the damaging effects of apartheid
2. The publication of research results that showed apartheid in a bad light was forbidden
3. Textbooks showing the necessity for social-critical research were banned
4. All of the above
5. None of the above.

Answer

Alternative 4.

#### Activity 5

Suppose you are a member of a committee that has to decide whether or not to fund the following research projects.

1. The negative impact of female leadership styles on effective management
2. A critical analysis of the psychological effects of affirmative action
3. The relationship between culture and work ethic.

Would you agree to fund these projects?

Answer

What was your answer: Yes, No or Uncertain?

We may differ in our reactions to these issues, depending on our gender, race, socio-economic and political beliefs. However, despite the personal feelings that scientists may have about research topics, we have to guard the ideal of science, namely to be as objective and as rational as possible. In other words, it is not our personal feelings that should guide us here, but the scientific quality of a project. For example, why would a researcher of Project 1 refer to the negative impact of female styles, and not simply refer to the impact thereof? This could be a sign of bias. In the case of Project 2: One should make sure that the sample is representative, including those who benefit from affirmative action as well as those who may not benefit this policy. Project 3: In this case it is critical to ensure that the key constructs of culture and of work ethic are clearly defined. It is important that the researcher does not impose his/her own values on what is considered good or bad work ethic.

End of learning opportunity.

NOTE: This is not an assignment and does not have to be submitted.