



MO001/3/2016

Personality in the work context

IOP1601

Semesters 1 & 2


**Department of Industrial and Organisational
Psychology**

IMPORTANT INFORMATION:

This document contains a broad overview of the information available on myUnisa in Learning Units. You should access myUnisa at least twice a week. All your assignments and the exam are completed online.

Note: IOP1601 is an online module and therefore available on myUnisa.

BAR CODE



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1 Introduction

This informational document provides an overview of the Learning Units that are available online on myUnisa. The information in this document is a basic framework and not sufficient for you to understand the study content. Your main focus should be on the prescribed book and myUnisa. Please log on to myUnisa to complete the self-assessments, view various clips and cartoons and to ensure a more interactive approach to this module.

Please remember that all your assignments need to be completed online on myUnisa.

The content of the document is based on the Study Schedule detailed in your Tutorial Letter 101, your prescribed book, and myUnisa's Learning Units, Self-assessments and Additional Resources for this module.

2 Week 0: Get active online

As soon as you register, you should:

- Claim your myUnisa account
- Claim your myLife account
- Ensure that your contact details are correct so we can contact you via SMS
- Familiarise yourself with myUnisa

3 Week 1: Introduction to IOP1601

Orientation regarding the module

Instructions: Read and understand Tutorial Letter 101/3/12016 and take note of important due dates, as you will complete a self-assessment on it at the end of this learning unit.

myUnisa Is your friend!

Instructions: Explore myUnisa - you are going to use it often during your studies. Read the attached PDF document on the various tools and then explore this site to see what we will use for the module.

[myUnisaTools.pdf](#) (available online)

Our module plan

Instructions: Look at the Schedule on myUnisa and the Study Plan in your Tutorial Letter 101 to orientate yourself towards our module study plan. We will use this plan to work through the content with you.

mylife email

Instructions: Get access to your myLife email. See FAQs for details. We will use mylife to send important announcements to you!

SMS

Instructions: During the semester, we will communicate important information to you via myUnisa announcements and via sms, so please ensure that Unisa has your updated contact details.

Online Activity: Self-assessment

Instructions: Complete the Self-assessment entitled "Important Information" to test your knowledge on the module information.

Online Activity: Why is this module important to you?

Personality

People have different personality types - but what does this mean for the workplace or for relationships?

Who are you?

Please complete this [quick quiz \(link available online\)](#) to determine whether you are an **Extrovert** or an **Introvert**. Please complete all 10 questions and then click on the results to see your type.

Why does it matter?

Now, please watch this [video clip \(link available online\)](#), which illustrates the importance of allowing people to be who they are in the workplace and in daily interactions.

What can you do with what this module provides?

This module aims to assist you in understanding personality in the context of the workplace, but also in your personal relationships. Sometimes, organisations tend to require all their employees to be extroverts - but this might not be the best thing for organisational performance. What do you think about this? Think about your own work situation; have you ever felt that you don't fit in with a group because you're an Extrovert/Introvert? Can you see how far reaching one aspect of personality can be? Can you see why understanding personality types and differences would be important when you want to manage people?

So - let's get started!

4 Study Plan for IOP1601



5 Week 2: Work through Chapter 13

Instructions: Work through Chapter 13 in prescribed book and the sections in the learning units. Remember, the learning units should only serve to guide your studies - you cannot study the learning units by themselves and think that you will be successful in this module - you HAVE to understand the chapter content in the book.

Chapter 13: Learning outcomes

Instructions: Chapter 13 shows you how this module links with the schools of thought and introduces you to the various assumptions of personality study.

After studying this chapter you should be able to:

- describe the nature of personality study
- outline the various approaches or paradigms to explain personality
- discuss the cultural context of personality study
- construct and explain a definition of personality
- give examples to identify life events and other factors that influence personality

- use examples to explain the dimensions of personality study
- comment on the underlying assumptions in personality study
- use examples to indicate the practical use of personality concepts in the work context
- explain research approaches in the study of work-related concepts of personality.

Chapter 13: Key Concepts

Instructions: In order for you to understand this chapter, you need to familiarise yourself with the key concepts used in the theory. Please study the attached PDF document for the key terms and their definitions.

[Chapter 13 KEY CONCEPTS.pdf \(available online\)](#)

Chapter 13: Lenses and Determinants

Instructions: In this chapter, we look at the "lenses"(approaches) through which you can look at personality and the factors (determinants) which affect personality development

- Psychoanalysis refers to unconscious influences on psychic structures, psycho-sexual energy, defence mechanisms, critical periods in development, problems due to conflicts between structures and unconscious processes, and past influences. Neo-Freudians and social psychological theorists do not emphasise psycho-sexual energy, the past and the unconscious, but concentrate on peoples' social interests, social influences and interpersonal aspects.
- Behaviourism - refers to learning (conditioning) and strengthening or rewarding of response patterns, and environmental influences. Social learning theorists also emphasise personal and cognitive control. Problems are the result of incorrect learning or disadvantageous environmental influences.
- Trait theories - refer to dimensions or factors, development of constant behavioural characteristics which are measurable, and various types of traits to explain different aspects of personality.
- Humanistic-phenomenological-existential theories refer to peoples' own subjective experiences and will to find meaning in life, progressive development of the self-actualised person, and positive regard as a condition for continuous development of fully functioning people.
- Cognitive theories refer to cognitive interpretation and knowledge, rational constructions or schemata of self and world.

The following table is a summary of the various perspectives in terms of structure, motivation, development and psychological adjustment.

Table 1 Comparison of personality approaches

	STRUCTURE	MOTIVATION	GROWTH	ADJUSTMENT
Psycho-analytical	Psychic structures Levels of consciousness and structures eg Id, Ego, Super-ego	Homeostasis Unconscious drives Past, conflicts Defences	Stages, early years, critical periods, fixation, Conflicts	Conflicts Defences Anxiety Trauma
Social-psychological (part of psycho-analytical)	Self-concepts Styles/types Images	Social interests Basic needs Anxiety Creative	Progressive Phases Parents Social factors	Social integration Interpersonal styles

	STRUCTURE	MOTIVATION	GROWTH	ADJUSTMENT
Humanistic, etc.	Ego/Self	Self-actualisation	Progressive stages, social environment	Self-concept
		Inherent potential, will to meaning	positive regard	Experiences Congruency
Trait	Traits, measurable dimensions	Dynamic traits	Progressive	Type of traits
		Needs	Stages	Autonomy
		Inherent potential	Environment	Past
Cognitive	Constructs, rational interpretations of self and world	Inherent, knowledge, perceptions, expectancies and predictions	Forming and changing of constructs	Valid and applicable constructs
Behaviourism	Responses	Drives	Learning principles	Incorrect learning
	Habits	Reinforcement	Environment	

Chapter 13: Foundations of personality

Personality is a complex phenomenon, which consists of cognitive and non-cognitive elements. The cognitive elements involve more than intelligence only. They include all methods and procedures used by people to collect and process information, such as perception, learning and decision making. The study field of cognitive psychology comprises the cognitive aspects of human functioning.

Non-cognitive personality elements include factors such as emotions, motivation, interpersonal behaviour, perception, learning and physiology. Module IOP1501 includes nearly all these cognitive and non-cognitive elements of human behaviour. Most personality theories include most of these elements as well.

All personality concepts are theoretical abstractions. These concepts become useful to us when we can recognise and measure appropriate behaviours and apply assumptions and concepts.

Chapter 13: The nature of personality study and personality

The study of personality or personology is about individual differences in people (individuals and groups) with regard to physical, cognitive, emotional, spiritual and social aspects. All these attributes contribute to work performance. Job competencies, like those specified for job specifications, refer to the knowledge, skills and other personal attributes which employees must possess to be successful in a specific job or occupation.

Personality is studied and understood by various means, such as personality theories and related concepts. Various research methods and assessment in practical applications, for instance the relationship between personality and occupational behaviours, are also employed. The scientific study of personality differs from speculation and our own subjective ideas, because to be acceptable and relevant, personality theories and concepts must adhere to the principles of science and the criteria of comprehensiveness, simplicity and empirical support.

Personality encompasses constant and enduring behavioural patterns and attributes, what a person is, how personality is made up (structure), how personality develops, the motivation or dynamics of behaviour and the quality (adjustment) of personality functioning. The dimensions of structure, motivation, development and psychological adjustment can be used to summarise and study the various perspectives on personality, as this provides a framework or model for understanding and comparing theories and concepts.

Chapter 13: Dimensions of personality

Instructions: These dimensions are mostly included to some degree in the various personality theories:

- Structure - what personality is, structures, factors and so on. Examples include Freud's id, ego, superego; Cattell's traits; behaviouristic emphasis on responses and habits, Kelly's idea of constructs and so on.
- Development - how personality develops. For instance, Freud, Erikson, and others emphasise certain critical phases, whereas Rogers and others give emphasis to a progressive, continuous process. Factors influencing personality development include biological (hereditary), environmental, socio-cultural, psychological and occupational factors.

- Motivation - why certain behaviour occurs, what directs behaviour. Examples include Freud, who stressed drives, past experiences, defences; Jung, whose ideas resemble those of Freud, but who is more future-directed; Maslow's development of a needs hierarchy; the cognitive theorists' emphasis on cognitive control and prediction of events, etc. On analysis nearly all theories amount to an approach of either homeostasis and/or heterostasis (growth, development, striving and self-actualisation).
- Most theories include aspects of psychological adjustment, measurement, research procedures and treatment of maladjusted behaviour (therapy). All these applications are based on theoretical assumptions and concepts.

Chapter 13: Influencing factors

The influencing factors or etiology on personality are discussed in more detail in Bergh and Geldenhuys (2013). This classification is also used elsewhere, for instance in terms of mental health. Different theories emphasise different causes: for instance, behaviourists attribute most behaviours to the environment, whilst psychoanalysts such as Freud emphasise unconscious and past influences. Others, like Allport, have a more eclectic or integrative view and may include more factors in their explanations of personality.

Chapter 13: Defining personality

Definitions on personality are determined by theoretical preferences, research and measurement methods. To be more acceptable (like Allport or Meyer's definitions) and to include the person as a whole, a variety of factors should be included in definitions of personality.

Apart from the schools of thought in psychology perspectives or personality theories can also be classified in different groups, although overlaps do occur (eg, Allport and Kelly are often classified in different groups). We classify personality theories psychodynamic, behaviouristic, humanistic-phenomenological-existential, as trait or factor models and as cognitive theories. Other classifications are also possible, such as theories which emphasise social or biological aspects (psychosocial theories, as well as biological and evolutionary).

perspectives) or theories directed at explaining the role of personality in occupational behaviours (occupational-oriented personality theories).

We also emphasise the importance of culture in perceptions of personality and the efforts to explain personality from specific cultural contexts such as an African and Asian perspective.

It is important to realise that the various theories and concepts are conceptual tools or thinking frameworks to help us understand and facilitate employee behaviours in the work context.

The various theories use different concepts to describe and explain personality. These different concepts sometimes differ semantically, but have more or less the same meaning, for example:

- ego, trait, habit, construct
- ego, proprium, self
- self-actualisation, fictional finalism, individuation
- homeostasis, equilibrium, consonance, balance, and so on

Chapter 13: Assumptions

Another way to study and understand personality is to examine the way in which assumptions on personality are emphasised in different ways by the various theoretical perspectives. These assumptions are often rather controversial because some aspects may still be quite speculative, while other aspects are accepted widely as psychological facts because they have been empirically proven. For example, will we ever know everything about personality? For obvious reasons there will always be speculation about the causative factors of personality. There is a long-standing controversy regarding genetic versus environmental causes of behaviour, although much has been verified by research. Today we know a lot about hereditary and environmental causation and also how these factors interact. It is also a fact that some theories study personality ideographically, with the emphasis on the uniqueness of individual behaviours, while others emphasise general behavioural rules (nomothetic view), and so on. Such similarities and differences in assumptions also exist between different theories in terms of, for instance, concepts for motivation, development and so forth.

Chapter 13: Assessment and research

Assessment and research of personality are done according to theoretical concepts and preferences. Personality assessment in the work context for various purposes is very important, for instance, in selection to determine the best fit between employee and work environment. We use concepts from personality structure, motivation, development and adjustment to assess personality, such as personality traits (e.g. intelligence, interests, values, and attitudes), needs and emotions, career maturity, stress and anxiety. The many assessment methods can be classified along different lines, for instance, as assessment of cognitive aspects or non-cognitive behaviours, or as belonging to different types of applications, etc. The assessment of personality in work context is not simplistic and many variables with regard to the person, the environment and the assessment situation may determine the relationship between personality and occupational behaviours. The ethical and social issues in assessment and research in human behaviour is discussed in more detail in Bergh and Geldenhuys (2013).

Chapter 13: Different theoretical perspectives on personality

Chapter 13 is an integration of the many aspects of and approaches to personality which is discussed in more detail in Bergh and Geldenhuys (2013).

These are different approaches, paradigms or assumptions about the nature of people, what personality is made up of, factors which influence behaviour, how people are motivated, how to measure and control behaviour and why maladjusted behaviour occurs.

The applicability of and empirical support for concepts (research findings) are the most important criteria for a successful theory. Therefore, throughout Bergh and Geldenhuys (2013), work-related examples, research findings and applications are cited. Remember that the examination questions are aimed at testing your knowledge, insight and application.

Chapter 13: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content.

Please test your knowledge on Chapter 13 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 13 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 13
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

6 Week 3: Work through Chapter 14

Instructions: Work through Chapter 14 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 14. Discuss any content issues on the Discussion Forum.

Chapter 14: Key outcomes

Instructions: At the end of this chapter, you must be able to do the following:

- Identify the central themes in psychoanalytical theories
- Recognise the value of psychoanalysis when applied to work behaviour
- Describe the structure of personality as delineated by the main psychoanalytic theorists
- Explain what directs and motivates personality, as well as its origins
- Explain the development of personality as postulated in the main psychoanalytic theories
- Describe the healthy personality as viewed by psychoanalytic theorists
- Describe abnormal behaviour as viewed by psychoanalytic theorists

- Outline the major criticisms of psychoanalysis
- Discuss the main contributions of psychoanalysis with reference to future directions to be taken.

Chapter 14: Key concepts

Instructions: Study these key concepts to understand the terms for this chapter. You need to enable pop-ups to see the file.

Chapter 14 KEY CONCEPTS.pdf (Available online)

Chapter 14: Introduction

Instructions: The aim of the chapter is to discuss how personality is explained by unconscious and related processes, and the value of this approach in the work context.

Psychodynamic theory attempts to explain the unconscious forces at work in human behaviour and motivation.

- Freud and Jung are mostly similar in their ideas and concepts, especially in the emphasis on the influence of the past and the unconscious.
- Freud's emphasis on unconscious motivation and the deterministic influence of past events is a somewhat negative approach to personality. He described a "weak" ego, dominated mostly by the id impulses and the super-ego's control.
- Jung, in contrast to Freud, emphasises peoples' future-directedness and ability for self-actualization. The theory is therefore more positive and employs the terms introversion and extroversion.
- The neo-Freudians and social psychological theories were influenced by Freud. They also differ from those of Freud in that they place less emphasis on the unconscious and the psycho-sexual influences, and more emphasis on a stronger ego and on the role of interpersonal and social influences.

Chapter 14: Basic assumptions of psychoanalysis

Instructions: Freud believed that behaviour is determined and motivated by unconscious forces inside the person, which are in conflict with societal norms.

Depth psychology emphasises the underlying or unconscious influences on personality.

Personality and behaviour are formed especially during the early development phases and results from interaction and conflict between dynamic psychic structures, unconscious motivations, especially those energised by sexual and aggressive drives, and past events. People learn to adapt to reality and the anxieties of life by using defence mechanisms. Psychological problems develop due to fixations during childhood and anxieties develop as a result of conflicts between the id, ego and super-ego.

Freud stated that people were in a constant state of conflict between the expression of unconscious sexual and aggressive instincts on the one hand and societal demands on the other. This conflict determines all behaviour. Freud described the mind as being in constant conflict for control over the person's behaviour, giving rise to the term "psychodynamic".

Despite the differences between theorists, certain central ideas can be identified from all psychodynamic theories:

- Personality is seen as a dynamic set of processes that are always in motion.
- The processes sometimes work in harmony with one another and sometimes against one another, but are rarely, or never, passive.
- Competing pressures within the personality, primarily life and death instincts, are in conflict with each other
- These conflicts, and many of the motivations that take place amongst the elements of personality, are often unconscious.
- The basic drive is sexual (life instinct), supplemented by aggression (death instinct), and has its foundations in the biology of the individual.
- The history of the individual, especially early childhood, is of extreme importance in determining contemporary behaviour.
- The ego-defence mechanisms protect the individual from the anxieties of life.
- Mental health depends on a balance of forces in one's life.

Chapter 14: Personality structure

Instructions: Freud used the following concepts; Jung and other psycho-analysts used similar concepts, but added unique ones of their own.

- Unconscious, preconscious and conscious. Any undesirable or threatening experiences are repressed to the unconscious, from where it can influence consciousness continuously, unless the individual is consciously made aware of them. This is the main purpose of psychoanalytic therapy.
- Id-drives comprise energy from libidinal or biological sexual and aggressive impulses. The id functions in accordance with the pleasure principle --- sexual and aggressive needs require immediate gratification. The id functions by means of primary thinking (like a child).
- The ego, which is responsible for acceptable behaviour in accordance with the demands of reality (reality principle), regulates the satisfaction of needs and operates by means of secondary thinking (adult).
- The superego represents morality and moral standards (morality principle) like those set by parents and the environment (e.g. employer). Guilt feelings are used as a means of controlling the ego.

The id especially functions in the realm of the unconscious, from where it continuously influences the ego and super-ego as a result of repressed and unacceptable sexual and aggressive needs. The ego, which represents reality and acceptable behaviour, is consistently in conflict with the demands for immediate gratification from the id and the morality principle of the super-ego. People can experience anxiety and guilt if they do not behave according to expected standards.

Although Jung agreed with Freud's notion of the unconscious, he added the dimension of the collective unconscious. Jung distinguished between a personal unconscious, which is a blend between Freud's unconscious and preconscious, and the collective unconscious, which refers to culturally inherited predispositions and experiences. Adler and other social psychodynamists emphasised the influence of social and cultural factors rather than biology, and believed people could overcome their instincts and the effects of the past by uncovering the unconscious aspects.

Chapter 14: Development

Many psychoanalytic development theories concentrate on development of the ego and gender identification. The mother plays a critically important role in these theories.

The first five years represent critical periods for healthy personality development. The way in which needs are satisfied during the psycho-sexual stages (oral, anal, phallic, latent, genital) will determine later behaviours. Fixation takes place when needs in the different psychosexual stages are not fulfilled. This may result in later behavioural problems. Social psychological theorists like Adler, Horney and Fromm also describe the development of certain styles of behaviour, depending on how childhood needs are satisfied.

Jung emphasises the development of structures called archetypes. Here the self-archetype is most important because of cultural and ancestral influences. Jung's concept of individuation also denotes the growth process, during which people develop certain attitudes and functions. Combinations of these are known as introversion and extroversion personality types. These concepts are still used in measuring and classifying human behaviours.

Chapter 14: Motivation

Instructions: The instincts are considered the basic motivating force of all human behaviour, especially in terms of unconscious behaviours.

The aim of human motivation is to achieve homeostasis and pleasure and to reduce pain.

Unconscious motivation is caused by libidinal energy, especially sexual and aggressive drives, conflicts between id, ego and superego, traumatic past experiences and defence mechanisms, for example suppression, sublimation, repression, projection, rationalisation and others. Jung regards these things in more positive light and stresses alignment with the future and self-actualisation in his teleological principles. Social psychological theorists like Adler and Fromm describe peoples' basic biological and emotional needs, for which they must compensate in order to develop fully. Horney's concepts are valuable in that they describe behaviours towards, against and away from people.

Chapter 14 Psychological adjustment

The key to health is **homeostasis**, that is, balance between the energies of the psychic structures in order to avoid **anxiety** and ensure non-threatening child development and non-defensive behaviours.

Measurement by projective techniques (Rorschach, TAT) is based on the rationale of defence, especially projection.

Chapter 14: Summary

Instructions: This summary is an overview of the chapter and should NOT be studied as a complete summary.

Freud is the main exponent of psychoanalytic theory. Psychoanalytical theories are described in terms of a *conflict model* in which each person is caught in a lifelong clash between two great forces.

The ideal lifestyle involves a *balancing* of these two opposing forces. *Defence mechanisms* are used to cope with anxieties brought about by conflicting forces.

Jung and other neo-Freudians had a more *optimistic* view of human nature, and they emphasised future directedness, potential growth and the influence of social and interpersonal factors.

Psychoanalytical thinking is accurate with reference to the notions that:

- Much mental activity is *unconscious* and this has an impact on emotion and motivational processes.
- Patterns of attachment developed *early in life* may be expressed in later relationships and form the basis for behaviour in later relationships.
- Multiple unconscious mental processes may produce *behaviour*.
- Individuals are able to *regulate* their impulses and feelings in socially acceptable ways.

Chapter 14: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 14 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 14 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 14
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

7 Week 4: Work through Chapter 15

Instructions: Work through Chapter 15 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 15. Discuss any content issues on the Discussion Forum.

Chapter 15: Outcomes

Instructions: This chapter looks at personality through the lense of Learning or Behaviourism

After studying this chapter you should be able to:

- explain the behaviourist view of human nature
- describe the main assumptions of behaviourism or learning perspectives
- explain personality structure according to learned responses

- discuss learning principles in human motivation
- explain how the person and environment contribute to personality development
- use concepts and examples to illustrate the role of self-control in human behaviour
- explain how faulty learning influences psychological health.

Chapter 15: Key Concepts

Instructions: You need to understand the key concepts used in this chapter. Please study the attached PDF document for the concepts and definitions.

[Chapter 15 KEY CONCEPTS.pdf](#) (available online)

Chapter 15: Introduction

Instructions: In Chapter 13, the behaviourist view is identified as one of the lenses through which personality is viewed. This section will provide some background to this lense for Chapter 15.

The behaviourist's view of humankind is related to the belief that human behaviour can be controlled, manipulated and accurately assessed. Personality is observable behaviour formed by means of learning processes and reinforced by the environment. Learning assumptions are applied in the fields of psychological assessment, training motivation, therapy and counselling.

Chapter 15: Assumptions of behaviourist theories

Instructions: This section will introduce you to the so-called "lingo" of behaviourism. The concepts explained form the basis of all that entails this theory.

- Personality is made up of patterns of conditioned or learned responses in general and in specific situations as a result of associations between stimuli, the person and responses (behaviour).
 - Both classical conditioning (S-R) and respondent conditioning (S-O-R) are applicable in

personality formation. S-O-R also emphasises more personal and cognitive control by people in their lives.

- Emphasis on observable behaviour (responses), which can also be measured by means of objective assessments and research.
- Various learning methods, for example processes like conditioning, reinforcement, generalisation, extinction, modelling, observation etc.
- Deterministic in the emphasis on the influence of the environment to provide stimuli and rewards.
- Little or no emphasis on the unconscious.
- Accurate measurement directs the observation of behaviour, for example, interviewing, experiments, etc.

Chapter 15: Personality structure and response patterns

Instructions: Responses are learned patterns of behaviour that characterise personality and are used by people to act on stimuli and in situations.

Patterns of learned responses

- Responses are behaviour patterns formed by learning/reinforcement due to positive or negative associations between stimuli and resultant behaviours.
- Various concepts for learned behaviour, responses, habits, response hierarchies, etc.

Respondent behaviour/classical conditioning

- We tend to learn from experiences – if we behaved in a certain way and the behaviour was met with what we consider to be a positive response, chances are, that we'll act that way again. We tend to respond in the same way (consistency) because we liked the results, or vice versa. Thus – response tendency- is consistency in behaviour.
- In this way, the behaviourist theory contributes to personality- through the consistency in behaviour (patterns). It makes behaviour predictable, so that we know what to expect from certain people in certain environments and situations.
- Respondent behaviour, then, follows from a known stimulus from the environment, whether it is an automatic response (like blinking when a sharp light shines in your eye) or complex like answering an essay type question when you are used to writing essays.

- To understand classical conditioning, have a look at the clip related to Pavlov's dogs (available online).

Operant behaviour

- In contrast to respondent behaviour, operant behaviour is influenced by the environment. It can be regarded as reward or consequence learning. People do not react only passively to stimuli or their environment. Responses may be shaped and maintained because of the effects, rewards or value of the association between stimuli and responses.
- Operant conditioning is a form of behaviour modification through progressive and controlled rewards if certain behaviours occur. At home, school and work, performance can be facilitated by a system of token economy whereby certain rewards will be allocated only if certain behaviours occur.
- Go to this link for detailed information on operant conditioning (available online).

Difference between classical and operant conditioning

The basic difference between classical and operant conditioning, is whether the behaviour is involuntary or voluntary. Classical conditioning involves making an association between an involuntary response and a stimulus, while operant conditioning is about making an association between a voluntary behaviour and a consequence. In operant conditioning, the learner is also rewarded with incentives, while classical conditioning involves no incentives.

Chapter 15: Personality development

Instructions: Behaviour patterns are learned progressively because the environment rewards or punishes certain behaviours.

People develop certain types of responses or **response hierarchies** in general and in certain situations.

Development of responses is influenced by various types of **environmental stimuli** and **shaped** by various ways of learning, for instance classical and operant conditioning. In human behaviour modelling or observational learning is very important.

People can **control** their learning by means of **self-regulation, selective attention, and personal and cognitive control**.

Chapter 15: Motivation

Instructions: Motivation is explained through reinforcement, primary and secondary drives, habits, and various concepts that indicate cognitive control

Various types of internal and external stimuli or cues direct behaviour. Examples are internal primary drives such as biological needs, and secondary drives such as environmental stimuli or rewards which motivate people to repeat certain types of behaviours. Habituation may also motivate certain actions.

Drives as activators

Drives are stimuli that activate responses from people. Drives are internally biological, but also acquired social states. They cause tension or stress that motivates people to act in ways to reduce, dismiss or change the tension. Therefore, drive theories emphasise homeostasis (creating stability in behaviour).

Habituation

The formation of habits is the simplest form of learning and motivated behaviour. Habits can become ingrained when initial stimuli are frequent, important or coupled to emotions.

The processes of reinforcement, generalisation and extinction are also important in forming and repeating behaviour.

Reinforcement

Behaviour is motivated and directed by conditioning or reinforcement processes in the learning responses. Reinforcement is used to strengthen or increase certain behaviour. It can be a stimulus, an event and a situation. In a school setting, reinforcement can include praise, sweets, extra time for playing and other fun activities.

Reinforcement of behaviours is shaped through positive reinforcement such as praising an employee. Positive reinforcement stimuli will cause such behaviours to be repeated. If certain behaviours do not serve a purpose anymore or are continually discouraged, responses

could be extinguished

Personal and cognitive regulation (S-O-R) is important for the choices people make and expectancies they have, as many uncertainties and feelings of helplessness may be due to faulty learning and loss of control.

Person-environment interaction, cognitive control and behaviour regulation

People have freedom to influence the environment and regulate their own behaviour. The social-cognitive perspective emphasises that behaviour is influenced by feelings, thoughts, physiological processes and consequences.

Positive behavioural concepts

Psychological situations (signature situations) are situations that are relevant to a person and his/her behaviour (scientist wear lab coats, judges wear togas, pilots wear uniforms, etc.).

Cognitive control involves a situation whereby people perceive, interpret and think about stimuli, rewards and how they want to react. Cognitive control enables people to expect and predict outcomes, as well as which behaviours to use in which situations.

Central to the idea of being in control of the consequences of behaviour is the concept of expectancies, whereby people believe that certain reinforcement will result from certain behaviours in certain situations.

Locus of control

The concept of the locus of control explains people's expectancies that outcomes of their behaviour can be or are controlled.

Locus of control survey (available online)

An internal locus of control occurs when people believe that they have control of their accomplishments because of their competencies. In contrast to this, people who believe that their behaviour and accomplishments are ruled by luck, fate, other people and circumstances have an external locus of control.

Self-efficacy

Self-efficacy concerns people's beliefs regarding their competence at achieving or producing the expected outcomes. Self-efficacy concerns people's self-evaluation and intrinsic motivation to be in control and to realise their potential.

Vicarious learning

Vicarious learning is social learning that comes from observing others (models) while they perform certain behaviour. Vicarious learning emphasises experiential learning whereby people correct themselves by self-criticism or give self-praise.

Learned helplessness

In contrast to self-efficacy and an internal locus of control, the concept of learned helplessness indicates people's real or perceived inability to be in control of their lives in general or during specific life events. Learned helplessness could result from negative reinforcement of self-control or a perception of helplessness. The fear of success and failure is called a self-handicapping psychological fear.

Certain types of situations may also motivate some people differently than others.

Chapter 15: Learning in Personality Development

Instructions: Learning theories view personality development as continuous learning through reinforcement processes.

Social reinforcements are found all around us- a smile from a friend, a nod from your boss, praise from a parent etc. You can also praise or reward yourself for a job well done - this is self-reinforcement.

Over time, we learn that certain behaviour is acceptable in specific situations and we develop responses for these situations - called "contingencies". These response patterns can change over time and as our experiences in certain environments change, we learn to adjust our behaviour accordingly.

Throughout our lives, our personality is shaped by various forms of learning, such as the schooling system, our family life, friends, our culture and the generation we form part of (Gen X, Y, Baby Boomers, etc.). So what does this theory say? That we are born with a personality and we can't change it? No! According to this approach, personality development does not take place in stages, but is a continuous lifelong process as a result of the interaction between people and their environments. Most human behaviours are learned through classical and operant conditioning.

Classical conditioning is associated with involuntary behaviour and many negative responses can be unlearned by classical conditioning. Operant conditioning is a form of behaviour modification through progressive and controlled rewards if certain behaviours occur. At home, school and work, performance can be facilitated by a system of token economy whereby certain rewards will be allocated only if certain behaviours occur. Children develop through the imitation of parents and many other models in their social environment. Much learning takes place as a result of cognitive processes such as thinking, perception, interpretation and anticipation. In this respect, competency can be described as the developed cognitive ability to perform behaviour that will suit the demands of situations.

Chapter 15: Psychological maladjustment

Instructions: Adjustment and maladjustment based on the learning theories

Psychological maladjustment and negative emotions are viewed as resulting from incorrect learning, loss of personal control, reinforcement of faulty behaviour and poor environmental stimulation.

Psychological maladjustment is viewed as maladapted habits and a lack of life skills and knowledge owing to faulty learning and inappropriate reinforcement. Psychologically healthy people, however, have correctly learned to react so as to receive positive reinforcement and avoid negative stimuli and behaviours with unpleasant outcomes.

Operant conditioning can be responsible for behaviour deficiencies as a result of incorrect reinforcement. People will behave in deficient ways if they are rewarded for it.

Depressive people's behaviours can be caused by insufficient reinforcement from their

environment and other people. This low level of reinforcement results in pessimistic thinking and emotional outbursts. In this way, people may learn to act in a self-defeating manner that prevents them from getting positive reinforcement.

Behaviour change is based on extinguishing "bad" habits or responses, learning new behaviours and desensitising peoples' fear of specific behaviours or situations.

Chapter 15: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 15 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 15 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 15
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

8 Week 5: Work through Chapter 16

Instructions: Work through Chapter 16 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 16. Discuss any content issues on the Discussion Forum.

Chapter 16: Learning outcomes

Instructions: After studying this chapter you should be able to:

- define the concept of a trait and cite examples of traits
- use a definition to explain the assumptions of the trait approaches
- describe personality structure by using concepts from one or more trait approaches
- list personality traits and fit them into a model of personality traits
- identify traits in people and classify them as different types of traits
- explain someone's motivation by using different trait concepts
- explain personality development using the trait concept
- give evidence of why traits are believed to be consistent in people, across time and in situations
- explain psychological adjustment according to trait approaches
- demonstrate the trait concept's utility in human-resources practices.

Chapter 16: Key Concepts

Instructions: You need to understand these key terms for Chapter 16. Please allow pop-ups to see the PDF.

[Chapter 16 KEY CONCEPTS.pdf \(available online\)](#)

Chapter 16: Introduction

Instructions: This chapter concentrates on the description and assessment of personality by means of traits, which refer to certain attributes and associated behaviour in people.

Describing people according to traits, is the most popular approach in the study of personality. The trait approach to personality emphasises individual differences. Trait psychology has many applications in the work context, especially in the field of psychological assessment.

The trait or factor approach encompasses perspectives also referred to as dimensional, dispositional or type theories. Trait concepts refer to characteristic internal dispositions and overt behaviours that are used to describe personality structure, motivation and adjustment, as well as personality development in terms of specific and combined elements or dimensions.

Chapter 16: Main assumptions

Personality can be explained by dimensions called traits or factors, which determines behaviour generally and in specific situations. Traits can be real and observable (Allport) or they can be viewed as abstractions or fictions used to describe observed behaviours (implicit personality theory – Cattell).

Personality is therefore made up of patterns of enduring or constant traits, which may be influenced by the person (personism), the situation (situationism), or the person and his or her behaviour in the situation (interactionism). The consistency offered by traits enables us to assess them, compare people and predict behaviour.

Traits are empirically derived abstractions from observable and measurable behaviour (measured by objective instruments and classified by employing factor analysis).

Emphasis is placed on traits (inherited and learned) as constant and recurring behavioural patterns in people, over time and in situations. Traits can be unique, but also universal or common to all people or groups; traits can be person or situation-specific.

All people have general traits (nomothetic view) and unique traits (ideographic view) to a greater or lesser extent, and this enables us to observe traits by means of a variety of measurements, especially self-reports, questionnaires and personality tests.

The measurement of traits (physical, cognitive, emotional, social, spiritual) is important in the assessment of employee competencies. There is a great deal of empirical knowledge about work-related personality traits.

Various trait models, such as Eysenck's three-factor model of personality, the Big Five Factor model and Cattell's personality as sixteen factors model. These trait models are attempts to explain the different dimensions of personality by using a different number of overlapping traits.

Other applications of trait descriptions:

- The OPQ, for example, measures personality according to 31 sub-factors, personality domains: relating, thinking and feeling.
- The interpersonal circumplex model is used to classify interpersonal behaviours.
- Criterion research entails finding the work-related variables which have a positive and significant relationship with personality.
- Technical task criteria will be better predicted by measures of ability, while more contextual activities of job performance will be better predicted by personality measures such as so-called organizational citizenship behaviours which refer to extra-supportive behaviours which are not always in a job description, but necessary in successful job performance.
- The learning organisation describes the way in which an organisation copes with transformation and changes and deals with its human resource demands. By observing and writing down behaviours and processes in individuals, groups or organizations, characteristic traits and even repeated patterns can be identified.

Types and styles of traits are similar, in that they denote the disposition of a person to act in a specific way if he or she has certain traits or if he or she is of a certain type. Types or styles are mostly seen as a combination of traits which result in a person having a distinct type or style. In occupational practice, type and style concepts are often utilised to describe personality or behaviours.

Chapter 16: Personality structure

Instructions: Traits are tendencies that people have to act, think and feel in specific ways. People with similar traits might act similarly

Trait descriptions of personality utilise specific dimensions to describe and explain characteristic ways of behaving, thinking, feeling and doing. Traits are inherited and represent learned potential or predispositions, which direct and motivate behaviour and which give structure to personality. A combination of traits can lead to a profile. Scientific and more objective measurement and trait descriptions of personality are based on recognised theoretical models.

Traits not only describe personality, but also specific issues such as values, interests, motives, attitudes and abilities. Similarities between people and their uniqueness can be traced back to these traits. Traits provide stability to behaviour and personality. The same trait (for example, trustworthiness) should elicit more or less the same type of response from various stimuli.

General or common traits are characteristic to all or some people, such as being socially inclined. Common traits are general to most people within a given culture. Cattell refers to common traits as source traits. Surface traits refer to clusters of less obvious responses or behaviours.

Unique traits are very specific to each person or certain people or groups, for example, specific abilities, friendliness, etc. Unique traits include cardinal, source, central and secondary traits. Unique traits are peculiar to *individuals*. A person's "true personality" refers to the actual neurophysiological structure in that person. Personal traits manifest uniquely in each individual. A "cardinal trait" refers to a *dominant* characteristic a person may have, such as being ambitious.

The self can be viewed as a pattern of integrated traits. Examples include Allport's concept of proprium and Cattell's self-sentiments.

Chapter 16: Personality development

Instructions: Important factors in the development of personality according to trait theorists. Allport and Cattell do not believe that the adult personality is absolutely determined by events during childhood like Freud does, but that people are free to develop their personalities according to their goals and motivations. However, they acknowledge the important formative influence of parents in learning experiences.

Biological environmental factors are important for the development of those traits that are the building blocks for all aspects of personality and human behaviour.

Traits or characteristic behaviour patterns develop as a combination of hereditary and environmental (social) factors. Development occurs in stages. Allport, for instance, describes seven progressive stages of proprium or self-development. These ego development stages are:

- a sense of bodily self

- continuing self-identity development
- expansion of self-esteem
- extension of the self
- self-image evaluation
- the self as a rational copier
- the self as appropriate striver

The adult is an autonomous being with the self-image and motivation to create a lifestyle. A mature adult is open to all experiences, not a slave of the past. He/she is unselfish and realistic. This adult will behave functionally autonomously, which refers to behaviour that is appropriate in terms of the situation

During trait development, change and consistency may occur due to changes in the person, the impact of situations or the passing of time. The behaviour of people in situations or interactionism contributes to their control over events. This corresponds with the behaviouristic view of stimulus-organism-response (S-O-R) associations.

Chapter 16: Motivation

Instructions: The word "dynamics" refers to processes and factors in the motivation, change, and adjustment of personality. Trait concepts are used to explain people's behaviour motivation.

A person's behaviour is explained in terms of the strength of a trait, and for this reason traits are portrayed in personality-test profiles. Extremely high or low scores may indicate problems, where the individual will have to learn to behave differently.

Traits direct behaviour or may activate certain needs in people. A certain type of person may want to achieve certain things - McClelland's achievement motive is a case in point.

Dynamic traits such as Cattell's concept of "ergs" explain motivation. Ergs are described as goal-directed and as the basic, permanent, initiating energy underlying all behaviour, like drives or instincts. Examples include curiosity, self-assertion, security, protection and anger.

Sentiments are learned and also form the basis for attitudes. They lead to self-image, which consists of a pattern of traits (self-sentiments). They concern our central life interests, such as

work, family and the state. Each person, through a combination of sentiments, develops a self-sentiment, which really represents the self-concept.

Allport's concept of functional autonomy forms the basis of human motivation and is linked to the objectives of the proprium, namely to be self-sufficient and independent of childhood needs. For instance, a student studies because of parental pressure, but after obtaining a first degree keeps on studying because she likes it and can apply her studies in a successful career. Make sure that you can tell the difference between propiary functional autonomy and perseverative functional autonomy.

Attitudes refer to people's interests, emotions and behaviour towards things, situations and persons.

Temperament and ability traits will determine how a person advances in work and towards goals.

People are motivated by needs, which are aroused by cognitive and emotional motives. The need for achievement is the desire for excellence, to perform well in tasks, to overcome obstacles and to improve on previous performance levels.

Chapter 16: Psychological adjustment

Instructions: Traits in general are used to explain adjustment or maladjustment.

Mental health lies in the development of trait patterns that are positive, consistent and adjustable to situations and across time. Mature adult motivation (e.g. functional autonomy) refers to the ability to live a mature and positive life.

The quality of adult maturity is dependent on how the proprium has developed in all the stages during childhood.

Functionally autonomous, psychologically healthy or mature people have the following traits or characteristics:

- future-directed behaviour
- the ability to extend their sense of self to other people and activities
- the maintenance of positive relationships with others, showing tolerance, consideration and empathy

- the manifestation of emotional security in their behaviours as they have achieved self-acceptance
- self-insight

Chapter 16: Summary

Instructions: In conclusion:

Personality traits describe and predict personality through more objective and accurate assessment. Personality variables are represented by the Five-Factor Model, methods of personality assessment, research on personality traits and trait approaches.

Chapter 16: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 16 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 16 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 16
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

9 Week 6: Complete compulsory assignment 01 on myUnisa in self-assessments

Instructions: Complete compulsory assignment 01 on myUnisa in Self-assessments.

This assignment covers chapters 13-16

Assignment 01 due on:

11 March (semester 01 students)

05 August (semester 02 students)

10 Week 7: Work through Chapter 17

Instructions: Work through Chapter 17 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 17. Discuss any content issues on the Discussion Forum.

Chapter 17: Learning outcomes

Instructions: After studying this chapter you should be able to:

- explain, by citing examples, the basic assumptions of the humanistic perspectives
- describe a person's self-concept by analysing the attributes which determine the self
- illustrate the meaning of the concepts of self-actualisation and peak experience
- indicate how you would use humanistic ideas to motivate people in the work situation
- sketch the process of self-development according to humanistic ideas
- explain psychological health according to the humanistic approach
- list and explain humanistic concepts that denote optimal human functioning and well-being.

Chapter 17: Key Concepts

Instructions: You need to understand a few concepts before you can begin with this chapter.

Chapter 17 KEY CONCEPTS.pdf (Available online)

Chapter 17: Introduction

Instructions: This chapter focuses on the philosophical ideas of the humanistic-phenomenological school of thought.

Phenomenology and existentialism preceded the humanistic approach and focus on the striving of humans to rise above the realities of life. Humanistic-phenomenological approaches embrace the intrinsic goodness of people, their unique subjective experiences, human striving towards self-actualization and finding meaning in life. These approaches also help us to develop a better understanding of the self as the core of personality.

Chapter 17: Basic assumptions

Instructions: Human-oriented theorists emphasise the strong influence of social factors and important people in a person's life on that person's personality development.

- Consists of various theories which differ, but are classified together because of certain similarities. They differ from psychoanalysis in the sense that little or no emphasis is given to the unconscious, and they also differ from behaviourism's deterministic and mechanical emphasis on conditioning processes. This is why the humanistic approaches are called the "Third Force" in psychology.
- Strong emphasis is given to each person's subjective experience, which is a unique reality for that person.
- People strive for meaning in life and in related activities and roles.
- People are not necessarily captured by internal or external forces, but have free will and choice. Compare to self-regulation in behaviourism and cognitive theory.
- Personality must be seen as a whole or gestalt, not dimensional.
- People have intrinsic goodness and potential to self-actualise and to transcend their circumstances.

- Emphasis on self or ego as autonomous and as motivator and integrator of behaviour. People strive to attain ego-identity and ego-integration which denotes maturity (see Erikson's theory in Bergh and Geldenhuys, 2013).
- The role of other people and the quality of interpersonal and social experiences are emphasised.
- Personality is a pattern of self-experiences as accumulated, valued and given meaning by each person in the field of possible events and experiences in the environment (phenomenological field).

Chapter 17: Personality structure

Instructions: Various authors use different concepts for the self or for various aspects of the self

Self-concepts

- Frankl described personality as a wholeness consisting of physical, psychological and spiritual levels.
- Rogers emphasises the self as integrator of personality. The self is a pattern of self-perceptions about "me", "my", etc (self-schemas) which the individual (organism), accumulates by valuing, assimilating and accommodating his or her experiences in the phenomenological field (events, experiences, etc.). Also read Erikson's theory of development towards self-identity and Allport's description of the progressive development of various self-aspects. Allport can also be regarded as a phenomenologist or a self- psychologist.
- Kelly's concept of cognitive constructs (Kelly is sometimes regarded as a phenomenologist) can be viewed as peoples' cognitive interpretation of self-experiences.

Chapter 17: Personality development

Instructions: Personality development is influenced by various aspects

- Some theorists like Rogers and Erikson emphasise phases as a continuous and lifelong development towards ego-maturity.
- Development is influenced by the environment (social and interpersonal situations), especially positive regard from other people, but also by an intrinsic and positive human power. It is especially energised by certain needs, of which self-actualisation is the most important.
- Development and expansion of self-concepts occur by means of assimilation, accommodation and valuing. People tend to integrate new experiences (congruent, positive and non-threatening) into the self-concept if such experiences are compatible with existing self-perceptions.
- People have the capability to regulate their own behaviour. Freedom of choice and the internal motive to self-actualise relate to the cognitive ideas of self-control, an internal locus of control, self-determination, self-regulation and self-efficacy.
- People have control because they provide meaning to events and experiences by forming constructs that are representations of reality.

Chapter 17: Motivation

Instructions: Humanists focus on motivation and growth towards finding meaning in life, achieving self-actualisation, optimal functioning and well-being.

- People are motivated by intrinsic strivings, especially the will to meaning, self-actualisation and freedom. These factors explain, for example, employees' emphasis on meaningful work, involvement and opportunities to develop. Hackman and Oldham's job characteristic model offers a good example. The strivings may manifest differently for different people, for example peak experiences or "life callings".
- Other needs are also recognised, for instance, Maslow's needs hierarchy of growth and deficiency which is still used in the assessment and motivation of employees (job satisfaction).
- Intrinsic potential for goodness, will to meaning and self-actualisation may also explain why people are able to transcend "bad" experiences like disasters, illness, etc. It may explain the source of personal control in the concepts of salutogenesis.

Chapter 17: Optimality and deficiencies in being

Instructions: Optimality involves on-going growth whereby the individual takes responsibility for the development of his/her physical, psychological and mental capabilities.

- Optimality can therefore be regarded as self-actualisation.
- Psychological wellness follows **congruent experiences** in the self and between the self and new experiences in the environment.
- **Positive regard** (e.g. person-centeredness in attitudes of **acceptance, honesty and empathy**) from other important people is required in order to develop healthy or positive self-regard (a good self-image).
- Mental health is also based on living a **full and open life and finding meaning in life roles**. The opposites are feelings of inferiority, insufficiency, helplessness, alienation and meaninglessness.
- Self-defeating behaviour and negative social influences are serious inhibiting factors when trying to live a full life.

Chapter 17: Summary

Instructions: In conclusion:

The humanistic approach emphasises people's unique experiences and internal motivation to develop towards the full utilisation of their potential. The application of self-actualisation is one of the humanists' greatest contributions. The focus of humanistic theory is to recognise and cultivate the natural, positive potentials of humankind and to encourage people to find meaning in whatever they do.

Chapter 17: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 17 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 17 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 17
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

11 Week 8: Work through Chapter 18

Instructions: Work through Chapter 18 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 18. Discuss any content issues on the Discussion Forum.

Chapter 18: Learning outcomes

Instructions: After studying this chapter, you should have achieved the following outcomes.

- understand the cognitive view of basic human nature
- compare cognitive concepts with behaviourist/learning concepts and psychoanalytic concepts

- describe Kelly's view of personality in terms of the fundamental postulate and 11 corollaries
- explain motivation and personality development in terms of cognitive constructs
- describe possible applications of cognitive theories and concepts
- understand the cognitive perspective on psychological health
- critically evaluate cognitive theories and indicate implications for future research.

Chapter 18: Key concepts

Instructions: Study the attached document which will enable you to understand the key concepts of this chapter.

Chapter 18 KEY CONCEPTS.Pdf (Available online)

Chapter 18: Introduction

Instructions: The aim of the chapter is to provide an overview of the role of cognitive processes in the various dimensions of personality functioning.

Cognitive psychologists attempt to answer these questions:

- How is knowledge acquired?
- How is knowledge retained?
- How is knowledge used?
- How is knowledge represented internally?

This chapter concentrates on the way in which individuals process and integrate information from the environment and use knowledge to cope with situations and predict the future. Cognition refers to the process of knowing. Because human behaviours and organizational processes are generally very rational in nature, it is important to the I-O psychologist or human resources practitioner in the workplace to have adequate knowledge of cognitive processes.

Chapter 18: Basic assumptions

- Personality and behaviour result from peoples' own rational cognitive constructs or knowledge and meaning systems. These cognitive constructs (which can change over time) are used to predict events ("person as scientist").
- Personality (self-concept) refers to the way in which people perceive, obtain, organise and interpret information about the world, others and themselves in order to predict events.
- People are future-directed and in control (self-regulation) of events, not conditioned by or subjected to them or to irrational processes.
- In the unconscious some constructs are not readily available to awareness, such as preverbal constructs (early childhood constructs), submerged constructs (non-conscious constructs) and suspended constructs (incomplete constructs).
- Defence mechanisms are employed when an individual displays signs of reaction formation by reclassifying elements of a construct from one extremity to another extremity of the same construct.

Chapter 18: Cognitive interpretation of psychological concepts

Instructions: Comparison with other theories

Cognition and behaviourist/learning perspective

The cognitive movement rejects the behaviourist view that people react passively to stimuli. Whereas the traditional behaviourist learning theorists are only concerned with stimuli-response (S-R) reactions cognitive psychologists, like later behaviourists on learning, consider personality formation to be a process of consciously and rationally expanding and refining the personal construct system. This means that the person is actively involved in and in control of events and his/her own behaviour.

Cognition and psychoanalytic concepts

The concepts of ego, motivation, reinforcement and drive are not found in cognitive psychology. These aspects are considered to be parts of the personality that are controlled, like all the other parts, by cognitive processes. However, Andersen and Saribay use the Freudian meaning of "transference" to explain how people transfer their mental representations to new situations.

Chapter 18: Cognition and fundamental psychological concepts

The self-construct

One personal construct is found in virtually every construct system, namely the self-versus others. However, this self-construct is often subordinated in different ways. One person may include self under friendly, while another includes self under intelligent. Core roles are the roles people assume on the basis of how they think others perceive their core constructs. Peripheral constructs are those less relevant to a person's self.

Basic motivating forces

A person's basic motivating force is to interpret current events so that future events will be predicted with greater accuracy. Confirmation and rejection of one's predictions have greater psychological significance than rewards, punishments or drive reduction.

Festinger sees basic motivation as an attempt to reduce cognitive dissonance. Equity theory comes into practice when an individual compares his/her input and output ratio with others. Basic motivation is the need to maintain unity or self-consistency. Individuals have the need to maintain unity (compare the concept of homeostasis).

The unconscious

Some constructs are not readily available to awareness:

- preverbal constructs (early childhood constructs)
- submerged constructs (non-conscious constructs)
- suspended constructs (incomplete constructs).

Although Kelly used concepts such as preverbal, submerged and suspended constructs, he claimed that there was no unconscious in his theory. He identified a level of awareness that is highest when construing in socially acceptable symbols, such as one's native language.

Defence mechanisms

An individual displays reaction formation when he/she reclassifies elements of a construct from one pole to another pole of the same construct.

Chapter 18: Structure of personality

Instructions: According to Kelly, constructive alternativism means that every person interprets the world in terms of his/her constructs, which can be altered (alternativism).

Constructs

- The basic structures of the mind are called schemata, creating a framework into which incoming information fits. Cognitive constructs/precepts/schemata are used to predict/ anticipate events about the self, others and the world.
- Various types of constructs are used. Of importance are Kelly's corollaries to anticipate/predict events
- The self-construct comprises perceptions of the self-image as opposed to perceptions of the world and others.
- Constructs serve to validate peoples' perceptions, to be accurate, convenient and applicable in predicting events.
- According to Kelly, constructive alternativism refers to the ability of people to change their opinions, perceptions, interpretations and behaviour when necessary (the self-organising of personality through cognition). In organisations attitude change may be brought about by giving people different or more information and thus changing the way they think about issues.
- Mischel differs from Kelly in that Mischel was interested in analysing constructs to gain a better understanding of the structure of personality, rather than in using them to predict behaviour. Mischel describes the person in relation to five person variables:
 - o Construction competencies
 - o Encoding strategies
 - o Expectancies
 - o Goals and subjective values
 - o Self-control systems and plans
- McReynolds calls the basic conceptual units precepts and not constructs. These precepts are organised into conceptual schema.
- Miller formulated a theory of cognition based on two concepts, namely images and plans. The image concerns organised knowledge individuals have about themselves and their world. The plan is a hierarchical process which controls operations.
- Lazarus recognised the importance of interpersonal relationships in maintaining maladaptive behaviour and he developed a set of clinical strategies called multimodal behaviour therapy.

Corollaries

Corollaries are explanations of the personal constructs that people build in their minds. The construction corollary

The construction corollary takes the similarities of repeated events into account. These similarities enable one to predict how an event will be experienced in the future. It also considers the conservative nature of human beings, reflected in the universal need to be able to predict what the future will hold and rule out uncertainty.

The individuality corollary

The individuality corollary points to individual differences in interpreting events. Different people interpret events differently, because they perceive and understand events differently.

The organisation corollary

The organisation corollary points to the relationship amongst constructs, to the fact that they are not all merely floating around, they are linked in specific ways in order for people to be able to anticipate certain outcomes. The constructs are organised in a hierarchy, with the constructs placed on various levels with varying importance. The important constructs are termed a superordinate, while the less influential are termed subordinate.

The dichotomy corollary

All personal constructs are bipolar. Each one is specified in terms of two opposite poles, for example "love versus hate" or "productive versus unproductive".

The choice corollary

The choice corollary concerns individuals' freedom of choice. Personal constructs help a person to predict the future. There are two ways to do this. Firstly, a person could clarify his/her present constructs, thereby narrowing his/her world for the sake of security. Secondly, the adventurous route may be chosen if the person explores new aspects of life.

The range corollary

A construct is only applicable to a limited range of events. Basically, this means that no one construct can be useful for everything

The experience corollary

This corollary concerns exposure to new experiences so that one can cope with the ever-changing reality. New constructs are formed and existing ones changed.

The modulation corollary

The modulation corollary points to adaptation to new experiences. A permeable construct is open to construing new events, while an impermeable construct remains closed to the interpretation of new experiences.

The fragmentation corollary

This corollary describes the competition amongst constructs which basically states that we can be inconsistent within our own ways of thinking and doing. Conflicting sub-systems of constructs may be used at different times by the same individual.

The commonality corollary

This corollary concerns the similarities amongst people in interpreting events. This is also the way in which a culture is formed. In other words, if we understand things in the same way, we experience them in the same way.

The sociality corollary

This corollary explains interpersonal relationships and the way in which we relate to other people or understand where they are coming from. To anticipate and relate well to other people we should play readily understandable roles.

Chapter 18: Personality development

Instructions: Kelly did not elaborate on the development of personality based on the assumption that constructs are developed throughout a person's life.

According to Piaget, the child enters the world lacking the cognitive competencies of an adult and develops schemata through assimilation and accommodation.

Kelly developed the Role Construct Repertory Test (Rep Test) which allows people to compare three significant people in their lives. By doing so, they illustrate how they interpret their world.

Cognitive complexity relates to the ability to perceive differences between one's self and others.

Chapter 18: Motivation

Instructions: Excellent performance in any task requires knowledge and motivation. Knowledge helps to generate performance while motivation is the energy of performance

Knowledge is the basis for directing human behaviour, decisions, etc.

Motivation is determined by thinking, knowledge, perceptions, expectancies, values, change, creativity and personal control. Examples include equity theory, fairness, etc.

People want to experience unity, self-consistency, balance or consonance in their constructs. If this does not happen, they experience cognitive dissonance, which implies uncertainty or incongruence in knowledge about issues. People manipulate knowledge in an attempt to reduce their uncertainty or incongruence.

Creativity involves the ability to first think loosely and then tighten the constructs.

The process a leader follows to obtain effective group performance involves the cognitive resource theory, which helps intelligent and competent leaders to formulate more effective plans, decisions and strategies and communicate them through directive behaviour.

Chapter 18: Psychological adjustment

Instructions: The cognitive perspective on mental health is considered from three vantage points, namely psychological adjustment, psychological maladjustment and the perspective on emotions

- Maladjustment occurs if constructs are rigid, invalid, and unable to predict events. If the constructs are invalid, the person is not in control. Negative emotions are negative thoughts or constructs which can create conflict.
- Behavioural change is based on cognitive reconstruction, changing the way people think so that the change in knowledge or other constructs can provide them with more appropriate cognitions and behaviour.

- In addition to the description of mental health, five emotions are described in cognitive therapy, namely guilt, feeling threatened, anxiety, hostility and aggression. Lecky later added the emotions of love and pleasure. The experience of emotions is related to the formation, maintenance and change of constructs.
- Ellis developed cognitive-emotive therapy, in which a person learns how current constructs influence emotions and behaviour, and how to change undesirable constructs.

Chapter 18: Summary

Instructions: In conclusion:

Kelly based his Personal-Construct Theory on a fundamental postulate of cognitive anticipation of events, which is qualified and supported by eleven corollaries. Kelly said that a theory is the result of one's own personal construct system, which gives it much flexibility.

Chapter 18: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 18 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 18 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 18
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

12 Week 9: Complete compulsory assignment 02 on myUnisa

Instructions: This assignment is in the form of a blog, based on your gradueness scores.

Complete compulsory Assignment 02 by:

- Completing the gradueness scale (see additional resources on myUnisa)
- Looking at your report (sheet 2 in the scale) to see which areas you need to develop
- Uploading your completed report to your Drop box on myUnisa
- Writing a Blog on myUnisa explaining how you plan on developing your gradueness skills based on your report (300 words minimum)
- Make sure your blog is publicly viewable, otherwise you will get 0 for the assignment, as we cannot see it if it is not public
- LATE ASSIGNMENTS WILL NOT BE MARKED

Assignment 02 due on:

31 March (Semester 01 students)

31 August (Semester 02 students)

13 Week 10: Work through Chapter 19

Instructions: Work through Chapter 19 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 19. Discuss any content issues on the Discussion Forum.

Chapter 19: Learning outcomes

Instructions: After studying this chapter, you should have achieved the following outcomes.

- discuss the construct “well-being” as applied in general and in the work context
 - discuss the construct “positive emotions” as applied in general and in the work context
 - demonstrate an understanding of salutogenesis and fortigenesis
 - explain the study field of positive psychology
 - give a historical overview of the development of positive psychology
 - critically discuss the assumptions underpinning positive psychology
 - identify and discuss constructs that conceptualise subjective well-being and positive emotions in positive psychology
 - critically analyse the implications of positive psychology for diagnosis and interventions in the work context.
-

Chapter 19: Key concepts

Instructions: Study the attached document which will enable you to understand the key concepts of this chapter.

Chapter 19 KEY CONCEPTS.Pdf (Available online)

Chapter 19: Introduction

Instructions: This chapter deals with theory and concepts that denote the positive aspects of people's well-being and adjustment to achieve optimal functioning in all spheres of life.

In the past many psychological theories and models focused on understanding and explaining the reasons why people develop abnormal behaviour or are maladjusted in the work context. This chapter, however, focuses on well-being or wellness and includes the theory and concepts that explain the positive aspects of well-being and adjustment.

Chapter 19: Pathogenic and well-being orientations

Well-being and health refer to the actual physical health of individuals as well as the mental, psychological or emotional health of individuals under the impact of societal factors. As psychologists we are concerned with developing the wellness of individuals, the goal being the facilitation of optimal health.

Optimal health can be defined as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. This implies that our task is not done when we have “treated” individuals and they have successfully worked through their problems. We need to continue our work and assist individuals to reach the highest possible level of functioning.

You have already studied a number of psychological perspectives, including psychodynamics, behaviourism, humanism, etc. Health or well-being is presented from a positive psychological perspective in this chapter, which includes salutogenesis and psychofortology.

Chapter 19: Conceptualisation of health and well-being

Instructions: What are we talking about when we refer to "well-being" and "health"?

According to Danna and Griffin (1999), “well-being” and “health” refer to the actual physical health of individuals, as well as to the mental, psychological or emotional health of individuals, as affected by societal factors. They do not simply imply the absence of disease but rather imply optimal health, a state of complete physical, mental and social well-being within all spheres of life.

Subjective well-being

As a starting point, psychological wellness can be studied with reference to different elements which can be classified into two broad categories: emotional well-being or positive psychological and social functioning.

The role of positive emotions in subjective well-being

Research has confirmed the role of positive emotions in the experience of subjective psychological well-being. Frederickson describes positive emotion as a brief positive reaction to some event that is personally meaningful. Positive emotions include emotions such as feelings of well-being, happiness, joy, interest, contentment and love. The Broad-and-Build Theory

shows the effect of positive emotions. Positive emotions result in non-specific action tendencies that allow a person to engage spontaneously with new ideas and experiences. They also create cognitive flexibility and broadening. Tellegen used the term positive emotionality.

Employee well-being

Employee well-being entails, amongst other things, peoples' attitudes and feelings about themselves in relation to their work.

The wheel of wellness proposes that:

- wellness consists of five primary functions contributing to the superordinate function of "wellness"
- five life tasks relate to optimal human functioning

The five life tasks are:

- essence or spirituality
- work and leisure
- friendship
- love
- self-direction

The Holistic Employee Wellness Model is a systemic model of work well-being that can be used to assess employees' well-being.

Chapter 19: Studying well-being: the three main directions of research

Instructions: The study of well-being has been produced by three main sources, namely salutogenesis, fortigenesis and positive psychology

- Positive psychology is the study of optimal human functioning with a view to changing the focus of theory and practice in some fields of psychology from a primary preoccupation with disease and healing to wellness and the enhancement or the fostering of strengths and virtues.
- The salutogenic paradigm focuses on the origins of health. The Latin word "saluto" means

health and the Greek word “genesis” means origin. Psychologists practicing and conducting research using this approach are concerned with identifying and understanding why some people stay healthy in the face of stressful life events. Do these individuals have certain unique characteristics that help them to cope better than others? What are these characteristics?

- The fortigenic paradigm represents a broadening of the salutogenic paradigm to include the sources and origins of health and strength. This implies that there are not only certain characteristics that help people to cope (salutogenicis) but that some people even find stressful life events meaningful. These characteristics or abilities involve more than mere coping.

Chapter 19: Wellness constructs

Instructions: Constructs can be utilised to enhance individuals' valued subjective experiences and positive emotions.

Constructs mentioned in the chapter so far includes: self-regulation, self-efficacy, learned resourcefulness, cognitive appraisal, cognitive control, cognitive redefinition, sense of coherence, locus of control, hardiness and potency. These are some of the characteristics that play a role in wellness.

In this section a few more are added, namely: Happiness, hope, optimism and virtues. See all the different virtues in Bergh and Geldenhuys (2013).

Constructs associated with salutogenesis

The construct sense of coherence (SOC), introduced by Antonovsky, underpins the Salutogenic Model. SOC is made up of three components:

- comprehensibility
- manageability
- meaningfulness

As well as:

- locus of control

- self-efficacy
- hardiness
- potency
- learned resourcefulness.

Constructs associated with fortigenesis

Positive psychology uses fortigenesis to study optimal functioning by emphasising engagement, meaningfulness, subjective well-being, positive emotions and proactive coping.

Constructs associated with positive psychology

Concepts such as locus of control, self-efficacy, learned resourcefulness, cognitive appraisal, cognitive control and cognitive redefinition have become part of positive psychology.

Chapter 19: Implications for assessment and diagnosis

Instructions: Psychologists have to include human strengths and environmental resources when diagnosing, treating and researching human behaviour.

In the past psychologists used classification systems like the DSM to diagnose different psychological disorders before treatment. Positive psychologists suggest that we consider developing similar classification systems for wellness constructs and that we also attend to the development of positive characteristics in treatment. The Values-In-Action is an example of a classification system which measures strengths.

Mental health diagnosed positively

As psychologists we have to diagnose both mental illness and mental health. Keyes and Lopez present a complete state model, which consists of mental health and mental illness.

Chapter 19: Implications for health promotion at work

Instructions: It has been proposed that the causal relationship between employee well-being and positive business outcomes is bi-directional.

Low levels of wellness and maladaptive behaviour results in accidents at work, rising medical aid costs, low productivity, high absenteeism, high turnover and even, at times, legal action. Workplace thinking should shift from focusing on reducing illness and psychological disorders to increasing subjective well-being. This requires the development of health-promotion policies and health-promotion programmes.

Chapter 19: Summary

Instructions: In conclusion:

Employee well-being (or wellness) must be approached from a positive stance. Well-being is defined by concepts such as positive psychology, salutogenesis and fortigenesis.

Chapter 19: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 19 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 19 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 19
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

14 Week 11: Work through Chapter 20

Instructions: Work through Chapter 20 in prescribed book and complete the MCQs. After this, complete the Self-assessments and Additional Resources on myUnisa for Chapter 20. Discuss any content issues on the Discussion Forum.

Chapter 20: Learning outcomes

Instructions: After studying this chapter, you should have achieved the following outcomes.

- explain the concept of psychological (mental) health in general and in the work context
- compare the meaning of salutogenic and pathogenic approaches
- compare various psychological approaches in explaining psychological adjustment
- explain culture in psychological adjustment or maladjustment
- examine possible causes of psychological disorders
- identify possible hassles and life changes as stressors
- explain the moderating factors in the relationship between stress, illness and health
- explain a diagnostic system for psychological disorders
- give classifications of psychological disorders and work dysfunctions
- compare the main characteristics of various types of psychological disorder
- discuss the impact of symptoms of psychological disorders on work performance
- describe the characteristics of various types of work dysfunctions
- give an overview with regard to work-related health management and promotion

Chapter 20: Key concepts

Instructions: Study the attached document which will enable you to understand the key concepts of this chapter.

[Chapter 20 KEY CONCEPTS.Pdf \(Available online\)](#)

Chapter 20: Introduction

Instructions: This chapter focuses on psychopathology regarding the classification and description of psychological disorders, maladjustment in the work context, different types of work dysfunctions and the management and promotion of occupational health and adjustment.

Business performance is affected by the psychological health and adjustment of employees. “Maladjustment” implies impairment in a person's functioning in one or more life roles, but does not necessarily mean the person has a psychological disorder. The emergence of positive psychology promotes healthy behaviour in the workplace instead of focusing on maladjustment.

Psychopathology is the study of psychological disorders that is the general nature, causes of psychopathology, the attributes and symptoms of specific disorders and the treatment of disorders.

Psychological disorders are disruptive dysfunctions or impairment in the individual in one or more domains of human behaviour, that is, cognitive, psychological (emotional), social, biological, work, etc. It cannot, for instance, merely be a cultural deviation or unlawful behaviour.

Chapter 20: Defining psychological health and maladjustment

Instructions: Human health or well-being is viewed as being a multi-dimensional state of physical, intellectual, social, emotional, spiritual, moral or ethical and occupational well-being.

According to Azibo, mental health is “that physical and behavioural functioning that is in accord with the basic nature of the original human nature and its attendant cosmology and survival thrust”. With regard to physical maladjustment or psychopathology, a mental or psychological disorder in general is related to patterns of “abnormal” or deviant behaviour.

Work adjustment is a process of development in which the individual progressively learns a productive role or acquires a positive work attitude that will eventually characterise the work personality.

Psychological maladjustment at work involves the employee's thoughts, perceptions, feelings, attitudes, behaviour and interactions that might affect personal effectiveness and happiness, and impair behaviour.

Chapter 20: Explanations for psychological adjustment and maladjustment

Instructions: Do psychologists study and manage illness or wellness?

In the study of psychopathology or psychological disorders, the major emphasis is on illness, pathology or maladjustment, which is treated either by medical or psychiatric interventions or psychological therapies. Psychology has renewed its emphasis on the development of health and wellness. It seems that a balanced approach is best.

Many approaches were and are used to explain psychological health and maladjustment, ranging from explanations that are based on supernatural forces, sorcery, devil possession, ancestral spirits and other mystical phenomena to the current-day more scientific psychological theories. In accepted psychological perspectives, health and maladjustment are explained in terms of motivation and the development of personality and behaviour.

From the approach of General Systems Theory, one way to view organisations is to consider all the possible interactions between people and groups, their relationships and their relatedness to the contexts within and outside the organisation.

The person-environment-fit approaches can be considered as contextual. Psychological problems can result from a misfit between the employee and the work environment.

Stress models study the physical, cognitive, emotional and behavioural effects of certain stressors on people and how people cope with stress demands.

Cultural or socio-cultural perspectives seek the causes of psychological disorders in social and cultural stressors, the influence of various social agents such as families, the failure of society such as poor morality, bad socioeconomic conditions and an oppressive socio-political system, factors such as ethnicity, prejudice, discrimination and types of health policies and practices.

Chapter 20: Causal factors in psychological health

Instructions: There are various factors which could affect a person's mental health and well-being

The causes or determination of psychological disorders can be subdivided into at least four groups of factors, namely biological factors, psychological factors, socio-cultural factors and work-related factors. Stress can be used as an integrative model and concept for psychological health if one assumes that all influencing factors are internal and external stressors of some sort.

Definitions of psychopathology will be influenced by many perspectives and models, for example cultural, statistical or psychological theories like those in chapters 16 to 21.

We do not give specific criteria about what "normal" or "abnormal" is or standards to assess/recognise adjustment and maladjustment, but these can be deduced from the definitions and approaches.

Criteria and characteristics are specified for every type of disorder so that behaviour can be diagnosed as some or other clinical syndrome-also by using various types of psychological measurements. Diagnosis can be made according to the DSM-diagnostic classification system.

The various psychological perspectives emphasise causal factors differently. Etiology is mostly classified as follows:

- genetics/biology/neuro-chemistry
- psychological/emotional
- socio-cultural (including work)
- external factors

These causes are also relevant in work adjustment. Work dysfunctions, however, are also coupled with specific work-related causes.

Stress is of special importance because of its role in many disorders and work-related problems. Stress (in the form of various physical, behavioural and emotional reactions) occurs when people experience stressors in a negative way and when the demands of the stressors outweigh or outstrip their adaptive or coping resources.

- Stress is coupled with intense life changes (acute stress) or daily hassles and uplifts (chronic stress)

- The effects of stress are moderated by the person's perception of stressors as threatening, the intensity or importance of stressors, the person's internal and external coping resources and adaptive reactions, as well as personality type.
- Selye's general adaptation syndrome, is a model to explain peoples' physical and psychological reactions and coping behaviour during stress.

Types of psychopathology (syndromes according to DSM-IV) include:

- Stress and adjustment disorders (temporary discomfort, psycho-physical illnesses)
- Anxiety-based disorders (undefined anxiety and specific fears)
- Personality disorders (disturbed acquired behaviours)
- Substance-abuse disorders (dependence on substances)
- Dissociative and somatoform disorders (unrealistic physical complaints)
- Mood disorders and suicide (change in emotions and intense emotions)
- Violence and abuse (aggression)
- Schizophrenia and delusional (paranoia) disorders (serious disturbance and disorganisation in most areas)
- Others (cognitive dysfunctions, eating and sleeping, childhood dysfunctions, gender and sexuality)
- Culture bound syndromes are specific to certain cultures

Chapter 20: Work dysfunctions and organisational health

Instructions: Lowman established a “psychopathology of work” in which he indicated the interaction between psychological and emotional disturbance and work dysfunctions.

Symptoms of psychopathology in employees will disrupt or impair work behaviours. Lowman's classification of work dysfunctions also incorporates psychopathology. People diagnosed with a psychological disorder might be unable to work and are often institutionalised in some form. It is necessary to determine relationship between work dysfunctions and psychopathology.

Specific work dysfunctions

Work dysfunctions involve the impairment of work performance due to individual emotional problems (e.g. psychopathology) or the interaction between the employee and the work environment.

The role of work in psychological well-being

Work is a powerful determinant of adjustment because of the role and value of work in people's lives. Compare the advantages of work with unemployment or the loss of a job! Change and discontinuity in work, the work environment and its demands, are important in the manifestation of work-related adjustment and stress reactions.

Types of work dysfunctions

- Impairment in the employee due to interaction with work and work-environment problems.
- Not all work-related problems are psychological dysfunctions, for example personnel turnover, unemployment, etc.
- Disturbances in the capacity to work in terms of willingness, attitudes and motivation
- Patterns of undercommitment, underinvolvement, under-achievement, work impediments, procrastination, misfits, fear of success, fear of failure, absenteeism, and personnel turnover.
- Patterns of overcommitment, for example workaholism, burnout, and other stress-related problems (type A personality).
- Work-related anxiety and depression, for example general anxiety, specific fears, personal uncertainty, specific aspects such as fears for failure and success, emotional changes.
- Personality dysfunctions and work.
- The influence of personality disorders or symptoms thereof (psychopathology), for example symptoms such as aggression, compulsion, paranoia, dependence, etc.

Work-non-work conflicts

Spillover effects, due to work and non-work roles (e.g. family and free time), inter and between role conflicts because of conflictual interests in terms of tasks and time, role overload, multiple roles, etc.

Career development problems (Campbell & Cellini's taxonomy):

- Problems in taking career decisions
- Problems in implementing career plans
- Problems in organisation/institutional performance
- Problems in adjusting in and to the organisation

Managerial stress and "organisational health"

Organisational health can be explained from different perspectives, all of which are interrelated. Organisations often experience problems because of the demands of their interaction with internal sub-systems and external systems.

Chapter 20: Promoting and managing well-being at work

Instructions: Organisational effectiveness and employees' physical and psychological well-being should be equally important.

The industrial psychologist's role in the work context is diagnostic, preventive and remedial in nature. His or her role also includes research.

Work adjustment is ensured by using a holistic approach which includes policy as well as integrated programmes and strategies to address employee and corporate health at various levels.

Specific interventions should include health management and training by employees themselves, actions by and in the organizations and possible external sources.

Various models can be used to redesign the workplace e.g. Job Characteristics.

Various service delivery approaches and Employee Assistance Programmes (EAP's) can be utilised to maintain organisational health and employee well-being.

Chapter 20: Summary

Instructions: In conclusion:

Psychological health and well-being refer to the physical and psychological or subjective well-being of employees. Psychological disorders refer to diagnosable conditions, manifested behaviour and symptoms that impair and disintegrate human functioning in one or more area of functioning. Work dysfunctions refer to the impairment of work performance or non-coping due to individual attributes of the employee or are a result of the interaction between the employee and the work environment. The psychologist has an important task in occupational health promotion, as a healthy job environment is essential for employee well-being.

Chapter 20: Test your knowledge

Instructions: We have worked through the chapter and now we will test how much you understand from the content. Please test your knowledge on Chapter 20 by:

- Completing the MCQs in your prescribed book
- Completing the self-assessment on myUnisa for Chapter 20 - feedback on submission
- Completing the additional exercises in Additional Resources on myUnisa on Chapter 20
- The feedback for the additional resources will be added once we start with exam revision

Please note: These activities are for your own assessment; no formal marks will be awarded.

15 Week 12: Complete compulsory Assignment 03 on myUnisa in self-assessments.

Instructions: Complete compulsory assignment 03 on myUnisa in Self-assessments.

This assignment covers chapters 17-20

Assignment 03 due on:

06 April (Semester 01 students)

15 September (Semester 02 students)

16 Week 13: Revision

Instructions: REVISE all the chapters for exam purposes as per the scope (will be communicated on myUnisa after Assignment 03's due date)

17 Week 14: Complete compulsory assignment 04

Instructions: Complete compulsory assignment 04 on myUnisa in Self-assessments.

Complete compulsory assignment 04 (mock exam) on myUnisa in self-assessments

This assignment covers the chapters stipulated in the exam scope and gives you a “practice run” for the actual exam

Assignment 04 due on:

25 April (Semester 01 students)

05 October (Semester 02 students)

18 Week 15: Online Exam

Instructions: See Tutorial Letter 101 for details

Annexure A: How to complete online assignments 01, 03 and 04 on myUnisa

See Learning Unit on myUnisa

Annexure B: How to complete online assignments 02 on your e-tutor site on myUnisa

See Learning Unit on myUnisa

Annexure C: Assignment due dates

NOTE: NO EXTENSIONS ARE PERMITTED FOR ASSIGNMENTS

Assignment number	Type	Closing date	Content
01 (Compulsory)	Self-assessment on myUnisa	Semester 1: 11 March 2016 Semester 2: 05 August 2016	Bergh & Geldenhuys (2013) chapters 13, 14, 15 & 16
02 (Compulsory)	Blog about graduateness improvement plan on e-tutor site on myUnisa (300 words or more)	Semester 1: 31 March 2016 Semester 2: 31 August 2016	Graduateness scale (place in dropbox on e-tutor site)
03 (Compulsory)	Self-assessment on myUnisa	Semester 1: 06 April 2016 Semester 2: 15 September 2016	Bergh & Geldenhuys (2013) chapters 17, 18, 19 & 20
04 (Compulsory)	Timed mock exam on myUnisa via self-assessments	Semester 1: 25 April 2016 Semester 2: 05 October 2016	Bergh & Geldenhuys (2013) chapters as per exam scope on myUnisa (available after submission of Assignment 03)