

# Self-Assessment

## Chapter 13 and 14

### Chapter 13

#### Part 1 of 3 - Chapter 13 Theory

5.0 Points

##### Question 1 of 15

1.0 Points

Personality study provides knowledge and a framework for dealing with \_\_\_\_\_ in various contexts.

- ☐ A. financial management
- ☐ B. maladjustment
- ☐ C. cognitive deficiencies
- ✓ ☒ D. human behaviour

Answer Key: D

Feedback: Good! The study of personality is aimed at explaining the differences between people. It looks at what personality is, why people behave in certain ways, how their personalities develop, and how personality can be studied and assessed (human behaviour). See section 13.1

##### Question 2 of 15

1.0 Points

According to the \_\_\_\_\_ approach, human behaviour is understood by the potential for growth.

- ☐ A. behaviourist
- ☐ B. psychodynamic
- ☐ C. cognitive
- ✓ ☒ D. humanistic

Answer Key: D

Feedback: Good! Human personality and self image are best understood by their subjective existence in, and unique experiences of, reality, as well as the striving towards self-actualisation to realise internal potential. See section 13.3.3

**Question 3 of 15**

1.0 Points

The \_\_\_\_\_ approach stresses the self as a core dimension of personality and personality development.

- ☐ A. general systems
- ✓ ☒ B. psychosocial
- ☐ C. humanistic
- ☐ D. cognitive

Answer Key: B

Feedback: Good! Psychosocial theories stress the self as a core dimension of personality and personality development, as well as the impact of peoples' social interest and social factors on personality development. See section 13.3.7

**Question 4 of 15**

1.0 Points

Which aspect of human behaviour is NOT specifically emphasised in personology or personality study?

- ☐ A. differences in behaviour and attributes
- ☐ B. similarities in behaviour and attributes
- ☐ C. the general nature of being human
- ✓ ☒ D. attributes relevant in most and different groups

Answer Key: D

Feedback: Yes! You will see in section 13.1 that the attributes relevant in most and different groups are related to managing conflict and diversity. The other options relate to personality study specifically.

**Question 5 of 15**

1.0 Points

Depth psychology assumes that \_\_\_\_\_ development is formative and more important than development in adult life.

- ☐ A. adolescent
- ✓ ☒ B. early child
- ☐ C. pre-birth

- ☐ D. late adult

Answer Key: B

Feedback: Good work! The psychoanalytical theory of development emphasises that: (1) Early childhood experiences play a critical role in shaping adult personality. (2) Sexual energy is present at birth and continues to progress through a range of psychosexual stages. See section 13.3.1

**Part 2 of 3 - Chapter 13 Application and Insight**

5.0 Points

**Question 6 of 15**

1.0 Points

Personality may not be as consistent across time as indicated by some theorists because psychologically specific situations may influence people in different ways. This assumption has been postulated by the \_\_\_\_\_ perspective on personality.

- ✓ ☒ A. cognitive
- ☐ B. trait/type
- ☐ C. behaviourist
- ☐ D. humanist

Answer Key: A

Feedback: Good work! Psychologically specific situations relate to the cognitive theory. See section 13.3.5

**Question 7 of 15**

1.0 Points

Mike did not receive enough praise and recognition as a child and therefore has not learned to achieve high goals. To avoid punishment as a child, he learned to keep a low profile, something he is still doing today. This description of Mike relates to the \_\_\_\_\_ perspective on personality.

- ☐ A. psychoanalytic
- ✓ ☒ B. behaviourist
- ☐ C. humanist
- ☐ D. trait

Answer Key: B

Feedback: Good! The scenario relates to reward and punishment, which is evident in behaviourism. See section 13.3.2

**Question 8 of 15**

1.0 Points

The cognitive and social-cognitive theories are related to the \_\_\_\_\_ perspective in the sense that people develop a mental construct of themselves within a specific cultural environment.

- ☐ A. Western
- ☐ B. biological
- ☐ C. humanistic
- ✓ ☒ D. African

Answer Key: D

Feedback: Well done! In cognitive and social-cognitive theories, self-image is shaped through the forming and changing of cognitive and relational schemas and self-comparison. In African theory, African cultures often use stories and metaphors through which behaviour is also transferred across generations. See sections 13.3.5 and 13.3.9

**Question 9 of 15**

1.0 Points

Chapter 13 Case study

Mike is a 48-year-old process controller at a quarry who came to see you, an industrial psychologist, about his work and life problems. According to Mike, he has lost all motivation to work. He feels that he has not achieved any of the ideals he had as a young man, and that he is now running out of time. Mike feels that life is simply not worthwhile anymore. He recently got into trouble after an argument with a customer and for staying away from work for two days without any excuse. Mike's manager has referred him to you. The manager believes that Mike is going through a midlife crisis, and needs some professional guidance to sort himself out.

Mike explains to you that he grew up on a farm. Although he still visits his family, he feels that he does not have much to say to them. He describes his relationship with his father as cordial, but says that he cannot forget all the undeserved hidings he received as a child. His dad especially hated the fact that Mike enjoyed drawing and painting. He called it "girly stuff". Mike also complains that his parents did not encourage him at all, that he passed matric with great difficulty, and then went to work at the quarry, where he is today. He sees himself as intelligent and creative, and feels that he could have done much more with his life than just being in a quarry. Mike is married with two children. He feels his children, who are teenagers, do not need him anymore, and that his wife is so involved with her own job that she does not see his pain. He has a few good friends who he calls his "beer pals", although he complains that they are not stimulating company. Most of them are doing routine jobs, and do not expect anything more from life.

Which explanation describes Mike's feelings and behaviours from the psychoanalytic paradigm?

- ☐ A. Mike does not experience meaning in life.
- ☐ B. Mike did not receive enough praise and recognition as a child (rewards versus punishment). Therefore, he has not learned to achieve high goals. To avoid punishment as a child, he probably learned to keep a low profile, something he is still doing today.
- ☒ C. Mike has unresolved conflicts with his father, which might still influence his behaviour and his perception of authority.
- ☐ D. Mike might possess personality characteristics that prevent him from becoming a high achiever, such as being an introvert.

Answer Key: C

Feedback: Well done! Yes, the psychoanalytic paradigm would focus on conflict, specifically the underlying issues which developed due to conflict which was unresolved.

**Question 10 of 15**

1.0 Points

Susan could have certain personality characteristics that cause conflict in the workplace, namely a lack of direction, introversion, emotional instability and a lack of openness to experience. This description of Susan relates to the \_\_\_\_\_ perspective on personality.

- ☐ A. psychodynamic
- ☐ B. behaviourist
- ☐ C. humanist
- ☒ D. trait

Answer Key: D

Feedback: Good work! This scenario relates to personality traits, which of course refers to the trait and type theories. See section 13.3.4

**Part 3 of 3 - Chapter 13 Case Study**

5.0 Points

Read this case study and answer the questions that follows based on your understanding of the case study and the theory.

Julius is currently experiencing some uncertainty and stress in his job. His thinking and discourse about his situation is as follows:

"I am now forced to do administrative work in the building section, a job which I did not apply for, but was placed in a year ago after having applied unsuccessfully for a position as a project manager in the building section. There were many applicants across gender and race lines to fill two positions as building project managers. I do not understand what the HR people mean when they talk about the "right attributes and competencies", which I

should possess in order to fulfil the job requirements in a project manager's position. They tried to explain to me some scores and indications, which they got from certain tests and questionnaires, which did not make a lot of sense. I am sure that I am the right person for such a managerial job. In my rural community, others tell me that I am ready to lead and direct people, because I am old enough, and have been appointed to be a leader in various areas of the community. During the selection by the HR-department, they did not ask me about my background and experience.

Also, for some time now my supervisor Sepho, a much younger person, and I have not seen eye to eye. I feel misunderstood, misused, and angry, because I know I am good at what I do, even if I am not enthusiastic about administrative tasks. I think I have good reason to be late at work some days; I must attend to my elderly mother and my two young children before coming to work, and I must travel quite a distance. I feel that I am treated differently from other male employees. Initially it was no problem, but now Sepho also has problems with my acting on my beliefs and dreams; I believe I get messages from my subjective mind and past history, aspects that I cannot ignore. Because of this, Sepho believes that I do not have enough discipline in my work team, because I will rather avoid conflict and try to solve problems by discussion and negotiation. However, I do believe in labour disputes and peaceful actions to get the best for all employees and people, which we were taught in our community life."

**Question 11 of 15**

1.0 Points

Julius may subconsciously (and even consciously) relate to historical or cultural beliefs, and even rebel against authority. However, he knows that it is not acceptable to challenge authority. Some of Julius's experiences may relate to what other people may consider maladjusted, as he hears voices in his mind. This is a description of Julius' behaviour based on the \_\_\_\_\_ theory.

- ✓ ☒ A. Psychodynamic
- ☐ B. Behaviourist or learning
- ☐ C. Humanistic
- ☐ D. Trait

Answer Key: A

Feedback: Yes! When you see the words "subconsciously", "rebel", "authority" ... you should immediately think of the psychodynamic theory, as it relates to Freud's theory of the unconscious.

**Question 12 of 15**

1.0 Points

It seems as if Julius is used to, or has acquired, certain attitudes and behaviours, for example, with regard to authority of younger persons, and doing things according to community influences. It seems that his work ethic may differ from practices in other environments, for example, one can't be late or absent for any reason.

This is a description of Julius' behaviour based on the \_\_\_\_\_ theory.

- ☐ A. Psychodynamic theories
- ☐ B. Psychosocial
- ☐ C. Biological and evolutionary
- ✓ ☒ D. Behaviourist or learning theories

Answer Key: D

Feedback: Yes! This description explains learned behaviours for certain situations, which relates to behaviourist and learning theories. He has learned to act in certain ways with certain people and in certain environments.

**Question 13 of 15**

1.0 Points

Julius does not feel wanted, respected, and appreciated as a whole person. He wants his unique experiences in his reality to be recognised, he wants to express his own uniqueness, and his need for self-determination and self-actualisation. This is a description of Julius' behaviour based on the \_\_\_\_\_ theory.

- ☐ A. Trait
- ✓ ☒ B. Humanistic
- ☐ C. Psychodynamic
- ☐ D. Cognitive or social-cognitive

Answer Key: B

Feedback: Yes! The words "unique experiences", "uniqueness", "self-determination" and "self-actualisation" would have reminded you of humanism and its core assumptions.

**Question 14 of 15**

1.0 Points

Julius seems to be uninformed about requirements utilised in a more Western and modern world of work. He generalises his community work to more formal workplaces, and has false expectations of being able to do any work. His discourse suggests characteristics that could cause some difficulties in the workplace: these may be a lack of insight, rebelliousness, anger, rigidity, possible submissiveness in certain situations, and not being open to information, other experiences, and the ideas of other people.

This is a description of Julius' behaviour based on the \_\_\_\_\_ theory.

- ☐ A. Psychodynamic
- ☐ B. Humanistic
- ✓ ☒ C. Trait
- ☐ D. Biological or evolutionary

Answer Key: C

Feedback: Yes, well done! The word "characteristics" and the listed aspects related to his character would immediately have alerted you to the trait theory.

**Question 15 of 15**

1.0 Points

An important personal construct of Julius is his beliefs that his community life determines who he is and how he behaves. Positive constructs are a sense of self-efficacy and hardiness in his beliefs that he can face challenges, and that he would be able to do even more complex tasks. These positive internal dispositions must possibly be facilitated to be more realistic and adapted to his attributes at the moment.

This is a description of Julius' behaviour based on the \_\_\_\_\_ theory.

- ☐ A. Humanistic
- ☐ B. Psychosocial
- ☐ C. Biological or evolutionary
- ☒ D. Cognitive or social-cognitive

Answer Key: D

Feedback: Yes! Here you would have spotted the words "personal construct", "positive construct" and "internal dispositions" which would have reminded you of the cognitive theory.

# Chapter 14

## Part 1 of 3 - Chapter 14 Theory

5.0 Points

### Question 1 of 15

1.0 Points

The Johari-window provides a model for feedback on self-knowledge, communication and interpersonal behavior. It works on two dimensions, feedback to \_\_\_\_\_ and exposure to \_\_\_\_\_.

- ✓ ☒ A. self; others
- ☐ B. others; self
- ☐ C. managers; work tasks
- ☐ D. work tasks; managers

Answer Key: A

Feedback: Section 14.4

### Question 2 of 15

1.0 Points

Jung was the first theorist to emphasise and define \_\_\_\_\_.

- ☐ A. the inferiority complex
- ☐ B. the "eight ages of man"
- ☐ C. birth order effect on behaviour
- ✓ ☒ D. introversion/extraversion

Answer Key: D

Feedback: Section 14.7

### Question 3 of 15

1.0 Points

Freud's notion of the \_\_\_\_\_, refers to those experiences that are not easy to recall and which form the largest part of the mind.

- ☐ A. conscious
- ☐ B. preconscious
- ✓ ☒ C. unconscious
- ☐ D. superego

Answer Key: C

Feedback: Section 14.4

1.0 Points

**Question 4 of 15**

According to Freud, the three levels of psychic awareness in the human mind are represented by the following concepts, processes or structures, namely \_\_\_\_\_.

- ✓ ☒ A. unconscious, conscious and pre-conscious
- ☐ B. super-ego, unconscious and conscious
- ☐ C. archetypes, conscious and persona
- ☐ D. shadow, ego and unconscious

Answer Key: A

Feedback: Prescribed book, section 14.4

1.0 Points

**Question 5 of 15**

The \_\_\_\_\_ is the most important archetype, as it holds all the others together.

- ☐ A. shadow
- ☐ B. persona
- ☐ C. animus

✓ ☒ D. self

Answer Key: D

**Part 2 of 3 - Chapter 14 Application and Insight**

5.0 Points

1.0 Points

**Question 6 of 15**

In the psychodynamic theories of Klein, Jung, Erikson and Hartman, a key factor in progressive personality development seems to be that children or young people \_\_\_\_\_.

- ☐ A. follow the examples of either the father or the mother.
- ☐ B. must solve their fixations and conflicts at an early stage.
- ✓ ☒ C. develop a process of progressive self-identification
- ☐ D. have an advantage if they are born as the only or the youngest child

Answer Key: C

Feedback: Sections 14.6 and 14.7

1.0 Points

**Question 7 of 15**

Psychodynamic theory provides \_\_\_\_\_.

- ✓ ☒ A. a useful tool for understanding people's behaviour in general and in the work context
- ☐ B. all the theories in psychology that see human functioning based on the conflict that exists between people
- ☐ C. an analysis of the person and their relations with internal and external objects
- ☐ D. an understanding of how people in their relationships with the world like to be active, explore and manipulate things

Answer Key: A

Feedback: Good! This approach is often used to explain conflict between team members, and between team members and leaders in the work context. See section 14.2

1.0 Points

**Question 8 of 15**

During an aggressive labour strike by group of employees outside a workplace many employees inside the buildings fear for their lives and belongings and plea with the supervisors to send them home through secure exits before it is too late and somebody gets hurt. The anxious requests by the employees can be considered to be \_\_\_\_\_.

- ☐ A. neurotic imposter symptoms
- ☐ B. moral anxiety
- ☒ C. reality anxiety
- ☐ D. neurotic anxiety

Answer Key: C

Feedback: Yes! The employees' fears are rational and based on real events with actual perceived danger, hence reality anxiety is evident. See section 14.8.2

1.0 Points

**Question 9 of 15**

Following an unfortunate event in which an employee verbally abused a customer who was mistaken in her perception of having already paid her account, a manager addresses the customer relations team stating that management expects responsible behaviour, even when dealing with stressful situations at work. According to a psychodynamic perspective management's expectations are related to \_\_\_\_\_.

- ☐ A. the morality principle and ego integration
- ☐ B. an archetype of the good in people
- ☐ C. adult behaviour and application of the persona
- ☒ D. super-ego and parent behaviour

Answer Key: D

Feedback: Good work! In this scenario, management plays the role of the superego; it is an internal morality governing ideas on what is right and wrong. The superego has two subsystems: a conscious that punishes behaviour and the ego that rewards it. See section 14.5

1.0 Points

**Question 10 of 15**

An effective psychodynamic approach in the management of ineffective team work, could be to facilitate team members to achieve one of the following outcomes; \_\_\_\_\_.

- ☐ A. to use overcompensation to be energised and achieve team goals
- ☒ B. to accept their own anxieties and stop blaming others
- ☐ C. to utilise fantasy and intellectualisation to solve work problems
- ☐ D. to explore other relationships and coalitions in the work team

Answer Key: B

Feedback: Yes! Here we will probably have to consider defense mechanisms, as people use these to make reality less threatening. If they rather accept their own faults and work together to stop blame-shifting, the team will be more effective. The other options do not relate to psychoanalysis. See section 14.6

**Part 3 of 3 - Chapter 14 Case Study**

5.0 Points

Vuyu and Rupert

Vuyu approaches his manager, Rupert, about a salary increase as he thinks an increase and a promotion is overdue. He tries to hide his anger and frustration, and carefully explains that he has achieved all his goals set for the year and excelled at a number of them. It is important to him to enjoy, become his whole self, and be creative.

Rupert is sceptical. From his experience, he feels that this is a politically motivated request and that if he concedes he will have to grant an increase to all his workers.

Vuyu tells his colleagues that he thinks Rupert is bossy and against people like him making progress. He feels that Rupert often treats him like a child and does not allow him to act independently in his work. He sulks and takes sick leave for a couple of days.

Rupert decides to have a firm, fatherly talk with him, because Vuyu behaves similarly every time he does not get his way.

1.0 Points

**Question 11 of 15**

Vuyu withdraws from the situation by being absent and by sulking. This is a defense mechanism known as \_\_\_\_\_.

- ✓
- ☒ A. regression
  - ☐ B. repression
  - ☐ C. fantasy
  - ☐ D. rationalisation

Answer Key: A

Feedback: Good work! Vuyu aims to avoid painful feelings and experiences by reverting to earlier, immature or less stressful patterns of behaviour, like sulking which is usually associated with children. See Table 14.1 in your prescribed book.

1.0 Points

**Question 12 of 15**

Vuyo does not trust his manager, which might indicate fixation at the \_\_\_\_\_ stage, when referring to Freud's psychosexual stages.

- ☐ A. anal
- ☐ B. phallic
- ✓ ☒ C. oral
- ☐ D. genital

Answer Key: C

Feedback: Yes! Vuyo does not trust his manager, which might indicate fixation at the oral stage (oral-aggressive type). See Table 14.3 in your prescribed book.

1.0 Points

**Question 13 of 15**

Freud would reason that Vuyu's behaviour is aimed at satisfying unfulfilled needs and desires that originated in childhood. His argumentative nature might sprout from conflict during the \_\_\_\_\_ stage.

- ☐ A. anal
- ☐ B. phallic

- ☐ C. genital
- ✓ ☒ D. oral

Answer Key: D

Feedback: Well done! Freud would reason that Vuyo's behaviour is aimed at satisfying unfulfilled needs and desires that originated in childhood. His argumentative nature might sprout from conflict during the oral stage. His need to be creative represents the strive for pleasure. See Table 14.3 in your prescribed book.

1.0 Points

**Question 14 of 15**

Based on Freud's psychosexual stages, when Vuyo sulks and withdraws by being absent, it might indicate a lack of \_\_\_\_\_, related to the \_\_\_\_\_ stage.

- ☐ A. control; oral
- ☐ B. trust; phallic
- ☐ C. trust; genital
- ✓ ☒ D. control; anal

Answer Key: D

Feedback: Good work! Vuyo sulks and withdraws by being absent, which might indicate a lack of control (anal-expulsive type). See Figure 14.3

1.0 Points

**Question 15 of 15**

Adler would state that Vuyo's behaviour is aimed at overcoming feelings of \_\_\_\_\_; the "will to power" principle.

- ☐ A. superiority
- ✓ ☒ B. inferiority
- ☐ C. guilt
- ☐ D. anxiety

Answer Key: B

Feedback: Yes! Adler would state that Vuyu's behaviour is aimed at overcoming feelings of inferiority, the "will to power" principle. Promotion and more money are symbols of power. See section 14.6 in your prescribed book.