

Tutorial Letter 201/2/2017

Psychological Adjustment in the Work Context

IOP2604

Semester 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information about your module.

BAR CODE

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Dear Student

This is the final tutorial letter for Semester 2 for students of IOP2604. We hope that you have enjoyed the module and found the assignments challenging, but interesting. Assignments 01 and 02 and the self-assessments under **Additional Resources** on myUnisa will assist you in your preparation for the exam. We have tried to make some of the assignment questions work-related and work-integrated to enable those of you who are not currently working in the field to experience certain work-related issues and gain exposure to a work environment.

The assessment criteria have been listed at the beginning of each learning unit. Please review these criteria and revise any study material that you are not yet comfortable with.

The purpose of this tutorial letter is to

- provide feedback on Assignment 01
- provide feedback on Assignment 02
- provide some guidance for the examination

1 FEEDBACK ON ASSIGNMENT 01 (Second semester)

NOTE: Please read the announcement on myUnisa regarding plagiarism! If you copied the prescribed study material verbatim or paraphrased it without proper citation and referencing, you will not receive marks for that portion of the question, as it is plagiarised. Copying each other's work is not allowed either, as these are individual assessments.

Question 1

Read the following:

- Wissing, M, Potgieter, J, Guse, T, Khumalo, T & Nel, L. (2014). *Towards flourishing: contextualising positive psychology*. Pretoria: Van Schaik. Chapter 6:141–171.

Discuss the broadening and building effects of the Broaden-and-Built model of Frederickson.

(10)

Answer:

Broadening effect: (max 5 marks)

- Positive emotions increase perceptual ability; it broadens people's functional capacity. (1 mark)
- Positive emotions broaden the following functional capacity (you could have mentioned any three of the points below – max three marks):
 - Thinking patterns
 - Creativity
 - Possibilities and action options
 - Perspective
 - Cognitive flexibility
 - Openness to the environment
 - Other's and own internal processes
 - Sense of meaning and coherence
- Positive emotions are a result of vague and diffuse opportunities, instead of specific threats. Therefore, people's attention and thinking are broadened in the moment the positive emotion exists. (1 mark)

Building effect: (5 marks)

- Together with the broadening effect, positive emotions build the following personal resources: (4 marks)
 - intellectual resources (capacity to be mindful, solve life problems)
 - social resources (ability to give and receive social support)
 - physical resources (cardiovascular health; immune resistance)
 - psychological resources (resilience, purpose, ability to maintain a sense of mastery over environmental challenges)
- As these resources accumulate, an upward spiral of well-being is created. (1 mark)

[10]

Question 2

Read the following:

- Venter, J. (2016). *The neuroscience of well-being*. Psychological adjustment in the work context course notes. Pretoria: Unisa.

- a) Explain the consistency-theoretical model of Grawe (2007).

(6)

Answer:

- The consistency-theoretical model of Grawe (2007) argues that the human brain tries to satisfy four basic needs: the need for attachment, control/orientation, self-enhancement/self-protection, and pleasure maximisation/pain avoidance.
 - The human brain strives to maintain consistency in the way that basic needs are met.
 - When there is a difference/incompatibility between the goal and the employee's perception or experience, the employee experiences incongruence.
 - If the incongruence is manageable (controlled incongruence), the stress response is functional.
 - If the incongruence is not manageable (uncontrolled incongruence) the HPA-axis is activated and the person experiences anxiety.
 - People's repeated experiences and behaviours in meeting or not meeting the four basic needs, results in the wiring of either approach or avoidance motivational schemas.
- b) Give an example of how a person will satisfy the basic neuro-psychological needs, if they function from an **avoidance** motivational schema. (2)

Answer:

See the examples in the source referenced at the beginning of the question for guidance. You may have given an example of any of the four basic needs. Your example should have demonstrated how the behaviour still meets the need, albeit in a dysfunctional manner. You were not allowed to copy the examples from the prescribed study material; you had to present your own examples.

- c) Give an example of how a person will satisfy the basic neuro-psychological needs, if they function from an **approach** motivational schema. (2)

Answer:

See the examples in the source referenced at the beginning of the question for guidance. You could have given an example of any of the four basic needs. Your example had to demonstrate how the behaviour meets the basic need in a functional manner. You were not allowed to copy the examples from the prescribed study material; you had to present your own example. When you copy from the source we cannot assess if you understand the work. We can only assess that you are able to copy and paste.

[10]**Question 3**

Read the following:

- Nwoye, A. (2015). What is African psychology the psychology of? *Theory and Psychology*, 25(1):96–116.

Provide a short **summary** of the following:

- a) What is African psychology? (5)

Answer:

There are two streams of definitions with regard to African psychology. The first stream is a North-American conceptualisation of African psychology and the second is a continental African conceptualisation of African psychology.

- The North-American conceptualisation of African psychology defines it as follows: (3 marks – 1 for each definition)

- “African Psychology ... is an invention, a social construction hammered out by Black intellectuals in the Americas ... a formulation derived from the imagination of Blacks living outside Africa – descendants of slaves lacking direct contact with Africa for over 100 years – who are looking “back” to Africa for solutions to predicaments, problems, and dilemmas enveloping Blacks throughout the Diaspora and especially United States. ... African Psychology is critical to a comprehensive analysis of the Black condition in the United States” (Cross, as cited in Nwoye, 2015, p. 104).
- African-Centred Psychology, which is defined as: (the) “dynamic manifestation of the unifying African principles, values and tradition ... the self-conscious centering of psychological analysis and applications in African reality, culture, and epistemology” (Obasi & Smith, as cited in Nwoye, 2015, p. 104).
- “A field of study interested in investigating and understanding the key psychological costs of being an African and Black in America ... African Psychology encompasses the study and understanding of the positive qualities of the African American people and the powerful influences in their daily struggles and triumphs” (Jamison as cited in Nwoye, 2015, p. 104).
- The Continental conceptualisation of African psychology distinguishes between Indigenous African psychology and Contemporary African Psychology: (2 marks – 1 mark for each definition)
 - Indigenous African psychology: “the systematic and holistic study of the human being and the human condition in pre-European Africa” (Nwoye, as cited in Nwoye, 2015, p. 104).
 - Contemporary African psychology: “can be taken to refer to the systematic and informed study of the complexities of human mental life, culture and experience in the pre- and post-colonial African world” (Nwoye, as cited in Nwoye, 2015, p. 104).
- You would also have received a maximum of 1 mark for any of the comments below:
 - African psychology embraces the need to take note of the limitations of Western psychology, but also helps African people recognise and appreciate the complexities and opportunities of living in present-day Africa.
 - African psychology as an inclusive psychology studies indigenous African psychology while taking into consideration aspects of Western psychology that are relevant to present-day African reality.
 - African psychology not only includes black members of the African continent, but includes all races born on the African continent, and as such the aim of African psychology is to promote the achievement of human synthesis in a race-less society with a broad, inclusive, transracial perspective of the wider world.

The total marks for 3(a) must not exceed five (5) marks.

- b) How is African psychology reflected in the Broaden-and-Built model of Frederickson? (5)

Answer:

You were required to point out the overlap or similarities between African psychology and the Broaden-and-Built model of Frederickson. Some of these may be:

- The Broaden-and Built model reflects the emphasis on harmonious relationships of African psychology.
- African psychology and the Broaden-and-Built model both have an inclusive perspective.
- The Broaden-and-Built model reflects the spirit of Ubuntu in its definition of love.
- African psychology and the Broaden-and-Built model both argue for an interpersonal, social approach to well-being, rather than an individualistic approach.
- The holistic nature of African psychology is reflected in the systemic approach of the Broaden-and-Built model.

[10]**Question 4**

Read the following:

- Learning unit 2 (see section 2.6)

Discuss five influencing psycho-social factors that may cause relationship problems at work. (10)

Answer:

You had to discuss each of the following for 2 marks (see section 2.6 of learning unit 2):

- Incompatibilities of personality (individual differences)
- Different expectations of the employer and employee
- Relationships
- Supervision
- Isolation from colleagues and other groups

[10]**Question 5**

Read the following:

- Rothman, I & Cooper, L. (2015). *Work and organizational psychology*. New York: Routledge. Chapter 13:221–244.

Explain any five of the moderating factors of well-being. (10)

Answer:

You may have discussed any of the following five moderators, for two marks each, from Rothman (2013) and the study guide, MO001 section 2.4.

- Perception (Rothman & Cooper, 2013, p. 230; MO001, section 2.4 also refers to perception)
- Job experience (Rothman & Cooper, 2013, p. 231)
- Self-efficacy (Rothman & Cooper, 2013, p. 231)
- Locus of control (Rothman & Cooper, 2013, p. 231)
- Optimism (Rothman & Cooper, 2013, p. 231)
- Coping (Rothman & Cooper, 2013, p. 231; MO001, section 2.4 also alludes to coping)

Markers have also given marks for other moderating factors that may not necessarily be in the text, but may still be relevant in the context of the question and the module, such as self-esteem, social support, meaning in life and work, shared positive emotions and healthy lifestyle habits.

[10]**TOTAL: [50]****2 FEEDBACK ON ASSIGNMENT 02 (Second semester)****Question 1**

Read the following:

- Venter, J. (2017). *The purpose and the structure of the DSM 5*. Psychological adjustment in the work context course notes. Pretoria: Unisa.

Provide a **summary** of the purpose and structure of the DSM 5. (10)

Answer: (A maximum of 10 marks can be allocated)

- The DSM 5 is a classification of psychological disorders that provides clinicians with a common language and diagnostic criteria for mental disorders.
- While previous versions of the DSM very narrowly defined and categorised mental disorders, the DSM 5 acknowledges the complex way in which symptoms present and the high prevalence of overlap of symptoms between disorders.
- The DSM 5 no longer makes use of axes, as the APA (2013) determined that these are not required for diagnosis.
- The structure of the DSM 5 includes, for each mental disorder: (1 mark each up to a maximum of 10 marks)
 - diagnostic criteria
 - recording procedures
 - diagnostic features
 - possible associated features
 - prevalence
 - development and course of the disorder
 - risk and prognostic factors
 - culture and gender issues to be considered
 - functional consequences of the disorder
 - differential diagnosis and comorbidities (other associated disorders)
- The DSM 5 does not provide a classification for work dysfunctions.
- It only mentions occupational problems as a “possible focus of clinical attention as it may impact on the patient’s prognosis and treatment” (APA, 2013, p. 723).
- It does not consider work dysfunctions as conditions that could exist without the presence of a mental disorder.

[10]

Question 2

Read the following:

- Guenole, N. (2014). Maladaptive personality at work: exploring the darkness. *Industrial and Organisational Psychology*, 7:85–97

Discuss the evidence for the relevance of maladaptive personality traits at work. (10)

Answer:

You may have referred to any of the points mentioned below: (maximum of 10 marks)

- Personality measurements have considerably more to offer than the prediction of positive work outcomes.
- Narcissists (max 3 marks – 1 mark for each point associated with narcissism):
 - overestimate their effectiveness as leaders
 - overestimate task performance and contextual performance
 - underestimate counter-productivity (Judge, Le Pine & Rich, as cited in Guenole, 2014).
- Impulsive individuals suffer impaired work-related reasoning (Judge, Le Pine & Rich, as cited in Guenole, 2014).
- Trait hostility is linked with (max 3 marks – 1 mark for each point associated with trait hostility):
 - coronary heart disease (Miller, Smith, Turner, Guijarro & Hallet, as cited in Guenole, 2014).
 - conflict (Newton & Kiecolt-Glaser, as cited in Guenole, 2014).
 - interpersonal aggression (Archer & Webb, as cited in Guenole, 2014).

- Type-A personality is associated with (max 4 marks – 1 mark for each point associated with Type-A personality):
 - coronary heart disease (Booth-Kewley & Friedman, as cited in Guenole, 2014).
 - job dissatisfaction (Jiang, Yan & Li, as cited by Guenole, 2014).
 - burnout (Alotaibin, as cited in Guenole, 2014).
 - poor health (Kirkcaldy, Shephard & Furnham, as cited in Guenole, 2014).
- The DSM maladaptive trait model serves as an organising framework for work-related implications.

[10]

Question 3

Read the following:

- Rothman, I & Cooper, L. (2015). *Work and organizational psychology*. New York: Routledge. Chapter 13:221–244.

Describe ten strategies that organisations can use to deal with presenteeism. (10)

Answer:

Rothman and Cooper (2015, p. 237) provide ten strategies to deal with presenteeism:

- Conduct anonymous wellness surveys and ask employees to offer suggestions for improvement.
- Present health-and-wellness awareness training to supervisors and employees.
- Create access to physical-fitness facilities.
- Direct employees to utilise confidential employee-assistance programmes.
- Use the services of disability specialists to assist employees with chronic injuries to modify their techniques.
- Include a disease-management specialist to support individuals who are experiencing a chronic condition.
- Discourage overtime and emphasise the importance of lunch breaks and annual holidays.
- Attend to work/life-balance programmes.
- Explore community resources to provide support.
- Consider working from home as an option.
- Provide the necessary job resources, such clear role responsibilities, fair pay and security, interpersonal contact and supportive supervision.

[10]

Question 4

Read the following:

- Rothman, I & Cooper, L. (2015). *Work and organizational psychology*. New York: Routledge. Chapter 13:228–230.

Review the following from learning unit 2:

- Venter, J. (2016). *The neuroscience of well-being*. Psychological adjustment in the work context course notes. Pretoria: Unisa.

Explain how a manager can apply the principles of neuroscience to create a more positive social context or more positive relationships with staff. (10)

Answer:

Your explanation should have referred to the following important neuroscience principles, which managers can influence: (1 mark for reference to the neuroscience principle and one mark for an

explanation of how the manager can apply this principle to create a more positive social context and more positive relationships with staff)

- Creating safety (physically and psychologically): The experience of safety may be facilitated through using appropriate leadership styles, and creating a corporate culture of reward and encouragement vs threat and punishment.
- Facilitating secure or safe connection (attachment): This can be done through quality communication, setting clear expectations, and an open-door policy. The manner in which the manager treats employees, as well as the authenticity with which leaders act, will determine the quality of the relationship.
- Facilitating a sense of control and orientation: A manager can facilitate this through clear role descriptions, setting clear expectations, providing the necessary job resources and support, allowing employees to help the manager find solutions to problems, and allowing flexible working hours or working from home.
- Facilitating self-enhancement: This can be done by providing formal and informal learning opportunities for employees, which creates a manageable window of incongruence, so that growth can occur.
- Pleasure maximisation: The manager can facilitate pleasure maximisation by celebrating small successes, recognising employees' hard work and efforts, encouraging employees to take leave and rest, and by using laughter and fun in the facilitation of team meetings.

[10]

Question 5

Read the HR National Standard for Employee Wellness as defined by the SABPP (South African Board for People Practices). You can access this standard under the **Additional Resources** option on myUnisa.

Review the following from learning unit 1:

- Nwoye, A. (2015). What is African psychology the psychology of? *Theory and Psychology*, 25(1):96–116.

Based on what you have learned from Nwoye, discuss how you could implement the employee wellness national standard in an organisation, in an Africanised way. (10)

Answer:

The discussion below serves as guidance. The HR National Standard for Employee Wellness emphasises the following:

- An employee well-being needs analysis should be conducted.
- An employee well-being strategy should be formulated in line with other HR policies and procedures.
- Various elements of wellness should be brought together in a comprehensive approach, which should have the support of top management, and should be compiled in consultation with employees. This comprehensive approach should
 - fit the organisation's people strategy (how people will assist the organisation in reaching its objectives)
 - be based on the analysis conducted
 - describe clearly how improving employee wellness will contribute to organisational success
 - set measurable objectives for wellness programmes
 - describe how each employee must take accountability for his/her own wellness
 - allocate appropriate responsibility to line managers as people managers, and to HR as enablers
 - describe what support/programmes the organisation will make available to employees, the financial and other resources required for each programme, and the boundaries – for

- example, what the organisation is not prepared to do, what geographical areas will be covered, and whether families will be included
 - describe how the various existing elements will fit together and also how they will link to the Employment Value Proposition and other HR processes, in particular performance management
 - describe what new elements will be introduced, and how will they will fit together
- Awareness of the wellness policy, strategy and procedures of the organisation should be promoted.
 - Statistical records should be maintained across the organisation with regard to all aspects of wellness, and specific case and incident analyses and reports should be presented to management in a value-adding way, in addition to reviews of the effectiveness of wellness programmes and interventions in support of operational objectives.
 - Flexible work practices and other alternative work arrangements should be considered to promote work-life balance where possible.

African psychology is argued by Nwoye (2015) to be an inclusive psychology that considers both indigenous African psychology as well as contemporary African psychology (living in present-day, post-colonial Africa), and incorporates aspects of Western psychology where it is relevant to living in present-day Africa. Nwoye further asserts that African psychology includes the needs and challenges of all of races born in Africa. Nwoye (2015) explains the African psychological concepts regarding nature/the world, the notion of life and the origin of death, theories of reality, knowledge, truth and perception, the capacity for synoptic time consciousness, culture-bound rationality, the human condition and mystery, and African spirituality.

Taking all of these arguments of Nwoye (2015) into consideration, your suggested implementation of the National Standard for Employee Wellness should have reflected the inclusion of both the indigenous African psychology concepts and aspects of Western psychology relevant to Africa, such as the Broaden-and-Built model of Frederickson, the meaning models of Steger, Wong, Wissing et al, etc.

Your discussion had to refer to the specific elements of employee well-being as set out by the national HR Standard and should not have been a vague, general discussion. The following rubric was used to assess question 5:

| Description | Mark allocation |
|---|-----------------|
| The student shows very limited understanding of the complex nature of African psychology and does not show an Africanised implementation of the HR National Standard for Employee Wellness. | 1-2 |
| The student shows very limited understanding of the complex nature of African psychology and focuses their discussion only on African wellness intervention, completely ignoring other aspects of the HR National Standard for Employee Wellness. | 3-4 |
| The student shows some understanding of African psychology, but applies indigenous African psychology principles to only some aspects of the implementation of the HR National Standard. | 5-6 |
| The student's discussion shows an application of both indigenous African psychology and contemporary African psychology principles and aspects of Western psychology relevant to post-colonial Africa to the implementation of the HR | 7-10 |

[10]

TOTAL: [50]

APA Reference Style:

Please note that your sources must be acknowledged in text as well as listed in a reference list at the end of the assignment. (Please see the announcement on myUnisa regarding plagiarism for information on how marks were allocated where sources were not acknowledged).

When you cite a source in text, you need to cite the source that you worked from and any authors that your source mentioned. You cannot copy and paste a sentence Wissing et al., (2014) for example:

Positive emotions facilitate greater flexibility, openness to the environment, and other's own internal processes, and thereby help to create a greater sense of meaning and coherence (Frederickson, Cohn, Coffey, Pek and Finkle, 2008).

The above paragraph is plagiarism, because you did not read Frederickson, Cohn, Coffey, Pek and Finkle (2008) and you did not integrate the source. Wissing et al., (2014) had done that work.

The correct in text citation will then be as follow:

"Positive emotions facilitate greater flexibility, openness to the environment, and other's own internal processes, and thereby help to create a greater sense of meaning and coherence" (Frederickson, Cohn, Coffey, Pek and Finkle, 2008 **as cited in Wissing et al., 2014**).

If you paraphrase you do not have to use the quotation marks, but you must still acknowledge both sources as the knowledge is not yours. You are borrowing from someone else's idea.

For more examples, you can visit: http://library.flcc.edu/APA_FLCC.pdf

3 PREPARATION FOR THE EXAMINATION

3.1 Study material for the examination

It is important to take note of the following:

- The only prescribed source is the study guide by Bergh (2008 – revised edition, 2011).

3.2 Possible themes for questions

Please **DO NOT** use previous exam papers to prepare for the exam. The content of this module was redesigned for 2017. You will find a folder under **Additional Resources** called "Exam Preparation", which will include the scope of the examination, as well as an example of an exam paper. In addition, you can also use the self-assessment questions under **Additional Resources**, as well as the assignment questions to help you prepare for the exam. The self-assessment questions contain mind maps and other questions that will help you summarise some of the more difficult articles that you have read for this course.

The assessment criteria/outcomes for each learning unit can be found at the start of each learning unit. Furthermore, take note of the meaning of various "question words" or question instructions such as "discuss", "compare", etc. A list of these words and their meanings can be found in Tutorial Letter IOPALLA/301/3/2017 (which you can download from myUnisa).

3.3 Examination format, marking and year mark

You will be allocated a year mark out of 20%, based on your assignment marks (compulsory Assignments 01 and 02). Each assignment therefore counts 10% to your year mark.

For example, if you obtain 30% in Assignment 01 and 70% in Assignment 02, you will get a year mark of 3 (10% of 30) plus 7 (10% of 70) respectively, which will give you an average year mark of 10. Your year mark will be added to your examination mark (in a relationship of 20:80) to yield a final mark.

The questions must be answered in the form of longer or shorter essays. **No multiple-choice questions** will be asked.

The duration of the examination is two (2) hours, and the paper is marked out of 80. A final mark of 50% will allow you to pass and a mark of 75% is a distinction. The year mark will be integrated with the examination mark to provide a final assessment mark.

In Section A of the examination, you must answer two (2) questions for 25 marks each from a choice of 4 questions. In Section B, you must answer three (3) questions for 10 marks each from a choice of 4 questions.

The examination questions are set in a manner *similar* to the assignment questions and the example questions under **Additional Resources (but they will not necessarily be the same questions)**. Some of the questions may be more theoretical, but you may also be asked to apply your knowledge, for example, to provide scenarios, or identify symptoms of psychological disorders from given information. Thus, the questions will assess your knowledge, as well as your insight and application thereof.

In marking the examination papers, we will concentrate on how well you know the content, your understanding of the issues, and whether you can apply your knowledge. We prefer systematic answers, with numbered headings and subheadings structuring your paragraphs. However, in the examination, you **do not need to use references**. Please write in English, as this is an English-only module.

A very important consideration is that we should be able to read and understand what you have written. Please write legibly!! If we cannot read your handwriting, we cannot give you marks.

It is our experience that if students answer their questions purposefully, a 25-mark answer can be sufficiently presented on three to four pages, while a 10-mark answer can be given on one to two pages. However, the length of an answer will be determined by many factors, such as handwriting and the student's knowledge of the study material.

Finally, READ the questions carefully. We find that students start reading a question and assume the question refers to a certain section of the study material, and do not read the rest of the question. The result is that their discussions do not answer the question asked. Please follow the instructions of the question.

4 CONTACT WITH LECTURERS

We trust that the feedback on the assignments and the guidelines given in this tutorial letter will assist you to be well prepared for the examination.

Please feel free to contact us with specific questions related to your studies.

We wish you well for the examination and your future studies.

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