



APPLIED PSYCHOLOGY AROUND THE WORLD

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Congress of Applied Psychology

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Editorial

Pr. Dr. Christine Roland-Lévy, IAAP President (2018-2022)



With this issue, the first of Volume 3, the year 2021 is starting. In the name of the Executive Committee, I wish you the very best for this new year which, unfortunately, is not going to be much easier than the year 2020... In this context, my warm wishes go to you and to your loved ones, as I really hope that you are all as well as possible.

As we know, the pandemic of COVID-19 is still spreading across the planet, but with the vaccines, there is hope for the future. And looking towards the future is exactly what we want to do from now on, as IAAP is starting its new century.

Indeed, last year has been a very strange Centennial Year and we have missed most of our normal projects, and especially we could not meet in person, but this is only postponed to what we hope to be a near future.

Now, for this new start, this issue is devoted to some of the presentations that we have all missed as we could not go to Cancun.

The issue starts with an excellent paper prepared by one of our recent past-president, José M. Peiró, who was President of IAAP (2011-2014), and Past President (2014-2018); he also presented part of this paper in our [Centennial Collection](#). The paper is looking at the vision of the Presidents of IAAP in order to build the future of Applied Psychology.

We then have some papers extracted from some of the symposia that were programmed for our Centennial Congress of Applied Psychology. I wish to thank

our two teams of African colleagues, John C Munene and F. Nansubuga, with PILA Consultants, and Charles Kawalya, along with Francis Kasekende and John C Munene, all being based in Uganda, who prepared full papers for this first issue of 2021.

This issue is completed with a series of symposia presentations that could not be given live. The first one is presented by a team of researchers from Latin America (Chile, Colombia and Puerto Rico) and Spain on the topic of *Psychology and Migration*.

It is followed by a symposium on *A Multi-Approach Investigation of Associations between Passion and Psychological Need Fulfillment: Educational Implications*, given by a team composed of researchers from Canada, Hungary, and the USA.

The third symposium presented is related to health and is entitled *Understanding and Modifying Multiple behaviors*; it is prepared by an international team, composed of colleagues from Switzerland, Poland, and the USA.

The fourth symposium presentation is on *Motivation and Well-being in Academic Employment Contexts: Implications for Faculty, Staff, and Students*, given by a team of four academics from North America from four different universities (University of North Dakota, McGill University, Morgan State University, University of Wisconsin).

Editorial cont.

The next symposium is presented by two authors from Italy and one from Lithuania on the topic of *Social and Emotional Education: a review of applied research studies and curricula and proposal for an integrative approach*.

The last presentation in this issue is an abstract from Catherine Ratelle, Université Laval, Canada, who would have provided a keynote if we had been to Cancun, on the topic of *Parents' involvement in their children's schooling and professional development: A need-based approach*.

Indeed, this issue only covers a very small selection of some of the presentations that we missed for our [Centennial Celebrations](#), but do not forget that you can also enjoy our Centennial Collection of lectures!

In closing this Editorial, I wish to remind us all that *Applied Psychology Around the World* is only one of our publications. Unlike our two excellent journals, *Applied Psychology: an International Review*, and *Applied Psychology: Health and Well-Being*, this publication, APAW, is devoted to the life of our Association and to the work of our colleagues, so, do not hesitate to send me your texts! In that sense, each issue is devoted to what we do and what we can do to improve the lives of as many as we can around the world.

Please note that the theme of the upcoming issue (Vol. 3, Issue 2) *Work and Organizational Psychology: Challenges around the World*; articles deadline is April 1st (May issue)

In 2021, please take good care of yourself and all those around you and stay safe...

A Century of the International Association Of Applied Psychology: Aspirations, Achievements, and Challenges Ahead

José M. Peiró¹, President of IAAP (2011-2014), Past President (2014-2018)

Abstract

This article reviews the evolution of the International Association of Applied Psychology (IAAP) in its centennial year and reflects on future challenges and demands. First, we pay attention to IAAP aspirations and achievements, as reflected in the presidential addresses during the congresses of the association. These documents are important testimonies that show resolute aspirations to serve people and important achievements across the decades. In the second part, we deal with the demands and challenges for applied psychology in the coming years, as well as the opportunities that the Covid-19 pandemic and other societal changes offer the discipline, both as a science and as a profession. The new realities require innovation and transformation of our discipline in order to continue to serve people and society.

A centennial celebration: Congratulations to the IAAP and its members.

This paper is written in the context of the IAAP centennial celebration, and I am grateful for the invitation to contribute to this unique event in the history of Psychology. I am pleased to congratulate the IAAP and its members for their great achievements during the past hundred years. In the past century, IAAP has promoted research and practice in applied psychology in many regions of the world. It has built bonds and bridges and promoted cooperation and networking among applied psychologists. It has expanded psychology internationally and integrated applied psychologists from different world regions. The IAAP has helped people and societies to improve their wellbeing and competent behaviors and reduce

inequalities in real contexts, especially thanks to the work of its members and to the voice and advocacy functions fulfilled by its leadership and members at national and international levels. Our organization has fostered international scientific and professional communication in many different ways: The International and regional Conferences, the two prestigious journals, its bulletin, and in recent decades, the IAAP website and other virtual media. In sum, for a century, the IAAP has greatly contributed to the development of Applied Psychology as a science and professional practice all over the world for the benefit of individuals, peoples, and societies, with a glo-cal perspective that values both global and local approaches and contributions.

The origins of applied psychology as the breeding ground for the foundations of the IAAP.

The date conventionally considered the starting point of scientific psychology is 1879, the year that Wundt's Laboratory was established in Leipzig University (Peiró & Carpintero, 1978). Its focus on mental phenomena, such as perception, conscience, emotion, and learning, in order to reach general scientific laws by means of experimental methods, such as introspection, provided the main components of the new science. At the beginning, there was no special interest in finding applications for the scientific knowledge produced. In fact, there was some opposition among experimental psychologists, such as E. B. Titchener, to studying phenomena such as abnormal behavior or individual differences that could make psychology useful for practical purposes.

¹ IDOCAL Research Institute. University of Valencia, Ivie Valencian Institute of Economic Research Academia de Psicología de España (APE)

However, soon a number of authors were more willing and interested in applying the scientific findings of psychological research. Moreover, several psychologists emphasized the need to promote applied research more directly oriented to the utility of psychological science to produce relevant societal contributions. In fact, at the beginning of the 20th century, William Stern defined applied psychology as “the science of psychological facts that are relevant for their practical utility” (Stern, 1903, p. 4). This science originated not only as the application of existing theory, but also as applied research. As Hall, Baird and Geissler (1917) clearly pointed out in the introduction to the first issue of the *Journal of Applied Psychology*, applied psychology seeks to gain theoretical and empirical knowledge about mental phenomena and see how psychological “findings may also contribute their quota to the sum-total of human happiness” (p.6). Thus, since its inception, applied psychology was not just interested in scientific progress, but also in demonstrating the usefulness of psychology through diagnoses and interventions that provide solutions to people’s problems and needs in contexts where they behave and live (schools, hospitals, factories, etc.).

Münsterberg (1914), in his *Grundzuge der Psychotechnik*, distinguished between *causal psychology* and *applied psychology that includes psychotechnics*. He emphasized that the former aims to identify the causes of the phenomena, and the second should be useful for solving problems benefiting from the causal psychology. Many other contributions and developments were produced in the first two decades of the 20th century in a growing number of specialisms of applied psychology (clinical, work, education, mental tests, etc.) (Carpintero, 2020; Kozlowski, Chen & Salas, 2017). This was an excellent breeding ground for the foundations of an international association that would bring together applied psychologists from different countries.

The IAAP’s foundations and early developments

The history of the IAAP has been well documented in a recently published centennial history (Carpintero, Ardila & Jaco-Vilela, 2020). It was founded in 1920 under the name of the “*Association Internationale de Psychotechnique*” in Geneva by E. Claparède (its first president from 1920 to 1940). The founding Congress gathered a group of about 60 prestigious psychologists and psycho-technicians from eight European countries. The number of psychologists and countries grew in the following Conferences, involving people from the USA, the UK, and Russia, among others. After the second World War, the activity was re-established, and The International Congresses were organized periodically. In 1955, a decision was made at the general Assembly held during the Congress to change the name to the International Association of Applied Psychology. As the president of the association stated, the change aimed “to underline the fact that the members of the Association are psychologists, ... trained in a scientific discipline, who are interested in the study of human behavior as it is manifested in day-to-day life” (Frisby, 1955, 5). The excellent collection of the Proceedings of the Congresses edited by Gundlach (1998) shows a long history of successes in research and professional practice in key functions such as the assessment, diagnosis, and interventions to help people to cope and solve their problems in real-life contexts (work, school, family, sport, community, etc.). In fact, the IAAP mission, as stated in the current IAAP Constitution, is “to promote the science and practice of applied psychology and to facilitate interaction and communication among applied psychologists around the world” (art.1).

The IAAP’s growing attention to societal and international issues during the 20th century

The life of the IAAP throughout its history reached high peak vitality levels during the International Congresses, especially before the ICT and digital communication era. The general assembly usually took place

during or around these events, and the presidents of the association often took advantage of the largely attended inaugural session to share with the audience their views and reflections about the role and contributions of applied psychology and the Association in addressing people's and society's demands, needs, and aspirations.

Berhard Wilpert (2000), in his presidential address at the Congress of San Francisco in 1998, when talking about the "Past and Future Societal and Scientific Challenges of Applied Psychology", offered an interesting review of the presidential and official opening addresses of previous IAAP congresses. In his review, he stated that "presidents or officers of IAAP and officials of its international congresses interpreted the role of psychology in the context of their given historical and societal settings". We will briefly summarize his report. In fact, he distinguished four phases or stages during the eight decades included in his review. In the first phase (1920-1930), the focus of the messages highlighted what could be characterized as a psychotechnical paradigm, with emphasis on the study of work, schools, and the studies and contributions made, as well as related methodological issues. During the second phase (1931-1937), the focus was on the anxieties of the times. The emerging sociopolitical problems were considered, and calls were made for international solidarity. In the third phase, after the Second World War (1949-1955), the attention shifted to psychology's involvement in broader social issues: Pieron referred to conflict resolution and international cooperation; Vitelis paid attention to living together as individuals, families, communities, and nations; and Frisby pointed to the world outside the laboratory as the main arena of psychological research. Finally, during the fourth phase (1964-1998), the concern with global issues grew and became more prominent (e.g., ecological

crises and issues in emerging countries. In 1994, at the Madrid Congress, Harry Triandis stressed the need for cooperative research on intercultural conflict resolution. In 1998, Wilpert focused on socioeconomic and technological forces of change, paying special attention to changes in the labor market, and then he explored the main challenges of psychology in the future. He ended his address with the "belief that psychology at the end of the 20th century is poised to successfully confront the present and future challenges it faces ... and to offer to the world a united policy of the promise and potential of our discipline" (p. 19).

The IAAP presidential addresses in the 21st century: Trends and priorities.

During the International Congresses of Applied Psychology (ICAP) held in different parts of the world during the first two decades of the 21st century¹, the presidents of IAAP have also used their presidential addresses to reflect on the contributions of applied psychology to society and identify future challenges and opportunities.

In 2006, at the ICAP held in Athens, in his address, the president, Michael Frese², raised the question "**what if Applied Psychology mattered in the world?**" He proposed a 7-point program to make it matter. First, he suggested that there was a need to develop a "psychological currency", in order to take non-economic indicators into consideration in human development indexes, suggesting that psychological well-being could be such a currency. Moreover, he claimed that psychologists should play an advisory role in governments. A third recommendation was that Applied Psychology should be more policy oriented. This means that the psychology of change should receive more attention, given that "all policy needs an idea of how to implement change". The fourth point in

1 Unfortunately, it was impossible to find information about the Presidential Address of President Charles Spielberger at the ICAP held in Singapore in 2002.

2 See the IAAP Centennial lecture of Michael Frese in which he mentions these issues, <https://www.youtube.com/watch?v=9WrqhWd5t6l&feature=youtu.be>

the program referred to the use of effective strategies when advocating policy, which requires paying more attention to evidence-based psychology and (policy) decision making. The sixth point emphasized the unique value of applied psychology in comparison with basic psychology. Finally, Frese called attention to the UN- Millennial Development Goals. In his speech, he presented relevant successful applied Psychology initiatives for improving societal needs, such as the promotion of entrepreneurship in Africa or the development of a successful sex education program in México. The focus here was on raising awareness about the need to promote the impact of our science and discipline at the policy level and not just at the operational level.

In the 2010 ICAP held in Melbourne, the IAAP president, Michael Knowles (2011), offered a **portrait of Psychology as a discipline and a profession**. First, he provided a historical overview of the important contributions of professional psychology and highlighted the core interest of applied psychology for the betterment of society. In fact, psychology is dealing with a growing number of issues as it is becoming more diversified and specialized. In the second part of his address, he pointed out a number of pressing challenges of applied psychology: making qualifications transferable, integrating indigenous and mainstream psychological thoughts, increasing visibility and impact, increasing public awareness, and political impact at national and international levels. Here, we again see the emphasis on the contributions of applied psychology, although at the same time he highlighted the need for more visibility and impact, more public awareness, and a greater focus on the international scope.

In 2010, at the end of the Melbourne Congress, Dr. Ray Fowler became the president of the IAAP. Unfortunately, in 2011 he resigned due to severe health problems, and the president-elect at the time, José M. Peiró, took office. In 2014, he delivered his presidential address at the ICAP held in Paris. Following

the motto of the Congress, his address dealt with **sustainable well-being: contributions from applied psychology**. The sustainability of wellbeing was a real challenge during the economic crisis of 2007-08 and its aftermath, and applied psychology intended to position wellbeing and happiness in the policy agenda. In fact, Dr. Peiró, following the distinction introduced by H. Simon (1969) in his work *The Sciences of the Artificial* highlighted the artificial nature of an important part of the scientific research of applied Psychology. He reviewed a number of scalable projects that were developed in many IAAP divisions that often were based on the design of interventions. At the same time, he called for more attention to the process 'from scientific knowledge, through innovation, to society impact'. In addition, he stated that applied psychology should pay more attention to promoting public awareness and providing inputs for policy makers because this influence cannot be taken for granted, even when excellent research is produced. Beyond research and practice, he indicated that the involvement of stakeholders and social actors in supporting interventions warranted attention. Finally, he emphasized the importance of a *glo-cal* approach combining global and local analyses.

In 2018, the ICAP was held in Montreal, and Prof. Janel Gauthier, the president at the time, chose the topic of **ethics in psychology from a glo-cal perspective** for his presidential address. In his presentation, he referred to the Universal Declaration of Ethical Principles for Psychologists, in which he played an instrumental role. The four basic principles included are: Respect for the dignity of persons and peoples; Competent care for the well-being of persons and peoples; Integrity (in human relations); and Professional and scientific responsibility to society. Finally, he analyzed the ethical principles in a globalizing world in order to clarify how psychology and ethics can serve humanity, keeping in mind that psychologists are agents of social change and need to overcome ethnocentricity.

The IAAP Centennial was celebrated in 2020, and a Congress had been planned in Cancun for more than two years. However, the pandemic has created a global crisis in many spheres of social life (health, economics, transport, etc.), and the Centennial Congress was cancelled, although the celebration took place. The president of IAAP, Christine Roland-Lévy (2020), in her contribution to the centennial book, ***looked at the past of IAAP to construct a better future***. In her chapter, she highlighted the current usefulness of scientific research in applied psychology. It contributes to a better understanding of social problems and inspires learned actions. She pointed out the need to work toward a healthier world for a better future for all. She also presented a number of initiatives in progress that contribute to the sustainable development goals: a) to reduce inequality and contribute to a better life for all; b) to promote gender equality and high-quality education; c) to support climate change and sustainable ecosystems; and d) to create peaceful and inclusive societies and justice for all. The aim was to facilitate the joint efforts of IAAP divisions and task forces to present recommendations to governments and policy makers based on scientific data. As a final message, Roland-Lévy emphasized the need to communicate what IAAP has done, is doing, and can do.

Main issues considered in the presidential messages. Analyzed together, the presidential addresses of the 21st century offer some common messages. First, the presidents show their conviction that applied psychology is producing evidence-based scientific contributions, providing valuable answers to the needs and demands of people and society. Second, they present exemplary research projects that result in validated and useful interventions in several fields of practice. Third, attention is often paid to the fact that, in spite of the value of applied psychology's contributions, their potential is not fully translated

into the transformation and improvement of societies and people and does not have a clear impact on policies and programs. Fourth, it is, therefore, a challenge to further promote their implementation and impact at the national, regional, and global levels. To do so, the cooperation among psychologists and organizations internationally needs to increase and strengthen. Fifth, psychology is well equipped to make excellent contributions, not only at the local level, (to serve individuals and communities), but also at the global level, providing essential inputs to tackle the global problems societies are facing (e.g., the Sustainable Development Goals). Sixth, an important asset of our discipline is its *evidence-based approach* to diagnoses, which has led to significant achievements in improving people's wellbeing. Seventh, there is a need to better communicate these contributions and bring them to a scaled-up stage in which they can produce a real impact at the societal level, using appropriate and effective dissemination and promotion channels. Finally, it is necessary to be more effective in contributing scientific findings as inputs for policies, which often involves joint efforts with other disciplines and with social agents and stakeholders through an effective dynamic of change. Applied Psychology may contribute, through expertise and research, to better managing social changes and transformation processes.

In sum, in the past two decades, IAAP presidents have emphasized the challenge of extending its mission, not only to develop good quality and valuable research and professional practice through cooperation among scientists and professionals, but also to make these contributions impactful at the global and local levels for the benefit of people and societies. In order to do this, applied psychology, and our organization, needs a stronger identity and visibility, extending it globally.

Demands and challenges for applied psychology.

In recent decades, a number of structural changes have been taking place with a global impact. Globalization, digitalization, climate change, demographic and migration changes, and humanitarian challenges are important examples. The sense of urgency in tackling and preventing these important problems has increased in recent times. Moreover, the global sanitary crisis that emerged suddenly with the Covid-19 pandemic has created important transformations in many areas: health, economy, logistics, traveling, finances, education, administration and institutional life, and day to day habits and behaviors of billions of people. In fact, measures that have reduced mobility and interpersonal relations of people and groups due to lockdowns have produced many changes, with psychosocial implications for individuals, families, groups, and organizations. Moreover, all these changes are unleashing a human development crisis (Conceição et al, 2020).

In this context, digitalization plays an important role, and its intensification has provided alternatives to fulfill a number of functions that were previously carried out face-to-face. Its use has become more intensive and has extended to several new facets of life. All these phenomena often widen the inequality gaps between different groups in society and increase the levels of poverty in every society, destroying employment and leading to high rates of unemployment. The pandemic lockdown has created strains and problems for people, families, companies, societies, and governments. Applied psychologists all over the world have worked hard to bring their knowledge and expertise to the service of people in many different areas: health and wellbeing, elderly care, work, education, leisure, sport, culture, etc. Applied psychology's contributions are more necessary than ever, at both the micro and macro levels. In fact, many

national and international organizations have made important contributions by disseminating information, supporting professional services, and developing new programs in different areas of human life. We can mention as an example the web portal established by the International Association of Applied Psychology, the COVID-19 Corner³, where several packages of resources are offered for the public, clinicians, parents, medical workers, educators, scientists, policy makers, and organizations. Moreover, a number of psychological issues related to the COVID-19 pandemic are analyzed with relevant information for the public. During this period, psychologists have worked professionally in a number of fields, such as mental health, anxiety and stress, work and telework, environmental adaptations (home; public spaces, ...), education and tele-education, economic and consumer behaviors, leisure and sports, and social relations and social life, among others.

After this experience, a deep reflection and analysis is needed in our science and profession about the future. We need to consider both structural and temporary in-depth changes, such as the ones that occurred during the pandemic, in order to envision the new demands, challenges, and opportunities for our discipline and profession. It is likely that applied psychology will have to revise some of its assumptions, models, and practices, and innovation in research, education, and professional practice will be necessary in order to deal with the profound transformations rapidly occurring in the new situation.

Some recent research projects carried out at the IDOCAL Research Institute⁴.

In the past few years, some projects have been developed in our research institute dealing with both digitalization and climate change and sustainability that are clearly related to the challenges we just

3 (<https://iaapsy.org/policies-initiatives/covid-resources/>)

4 IDOCAL is the Research Institute of the University of Valencia on Human Resources Psychology, Organizational Development and Quality of Working Life: <https://www.uv.es/uvweb/idocal/es/instituto-investigacion-psicologia-rrhh-del-desarrollo-organizacion-calidad-vida-laboral-idocal-1285952314908.html>

mentioned. One project was carried out at the request of the Spanish Socioeconomic Council, and it aimed to analyze the implications of digitalization in companies, the labor market, and jobs. The other project took place in the context of the Climate KIC of the European Institute of Technology. The focus was on the development of a competency framework for system innovators, and it aimed to certify professionals with these competencies. Both of these projects present several features that provide hints for applied psychology in the near future.

The impact of digitalization on jobs, organizations, and labor markets (2017-2020)

This project was a response to a call by the Spanish Economic and Social Council, a public advisory body of the Spanish government on socioeconomic and labor matters. It includes unions, employers' organizations, consumers' organizations, and several government ministries. The project was designed to review the state-of-the-art in the impact of digitalization on the production system, labor market, companies, and jobs, and formulate inputs for policies (Pérez et al. 2020). It was carried out by an interdisciplinary team composed of economists, lawyers, administration scientists, and work and organizational psychologists. An in-depth analysis was performed of the implications of transformations in digitalization for occupations, jobs, tasks, and knowledge and skills, showing clear implications for formal and long-life learning education. The results of this study are being disseminated among policy-makers, employers, and other relevant stakeholders and interested audiences⁵.

During the lockdown and afterwards, a large number of jobs have been transformed into telework. This work mode has been in place for more than three decades. In Europe, a framework agreement between employer organizations and unions was signed in 2002. However, the Covid-19 pandemic and lockdown accelerated the implementation and use of digitalization devices (work, education, etc.), and telework became generalized, although its implementation was often improvised (urgency, lack of planning, limited resources and working conditions). In spite of the important advantages (preventing contagion and protecting against unemployment), a number of problems hampered telework's effectiveness. Contributions from applied psychology are needed in the digitalization of companies and teleworking programs. A sociotechnical approach may be helpful in this process. In addition, digitalization involves a number of changes in tasks and working conditions that require the acquisition of new competencies related to digital skills and telework.

Development of a Competency framework for System Innovation (Climate KIC, Certified Professional) (2015-2019)

System Innovation is a critical approach in driving individual and collective actions towards sustainable development. It is a fruitful conceptual and methodological framework for managing transitions based on radical transformations towards long-term sustainability. People make system change possible. In the past few years, a multidisciplinary team from several European countries has collaborated on the Certified Professional project to identify relevant competences for leading system change.

⁵ The study was officially presented by the Council on 24th November 2020, http://www.ces.es/actividad-institucional/-/asset_publisher/1YG5CEfmjFsm/content/ACT_20201124_PRESENTACION-XXI_PREMIO-INVESTIGACION-CES. See the webinar: <https://youtu.be/GjlA2Z2jY54>

It is a European project that aims to develop a certification process based on a professional competency framework for system innovation⁶. This framework is based on principles of system thinking, and it includes twenty competences grouped in five stages that describe contexts where professionals implement transformations: *Exploring, Framing, Designing, Implementing, and Strengthening*. (Figure 1).

The stages are not linear or strictly sequential because overlapping and loops are frequent in transformational and disruptive changes. The competency framework fulfils several functions in the development of human and social capital: competences'

assessment, development, and training and their certification to make them more visible and interpretable in the labor market. Peiró et al (submitted) describe the processes of validation of the competency framework, as well as the methodology for assessing professionals' competences and the certification procedure. Overall, the certification aims to promote the visibility of human capital in a critical area for sustainability.

Opportunities for applied psychology

In most of the world, the pandemic had strong negative effects on health, the economy, productive

6 More detailed information about this project can be found at the following link: https://www.provadis-hochschule.de/fileadmin/hochschule/2FUTURE_SKILLS_A4_111219_LOGOS_TITEL_2020.pdf For further information, see the following web page: <https://www.provadis-hochschule.de/angewandte-forschung/zentrum-fuer-industrie-und-nachhaltigkeit-zin/bildung-fuer-nachhaltige-entwicklung/certified-professionals.html>

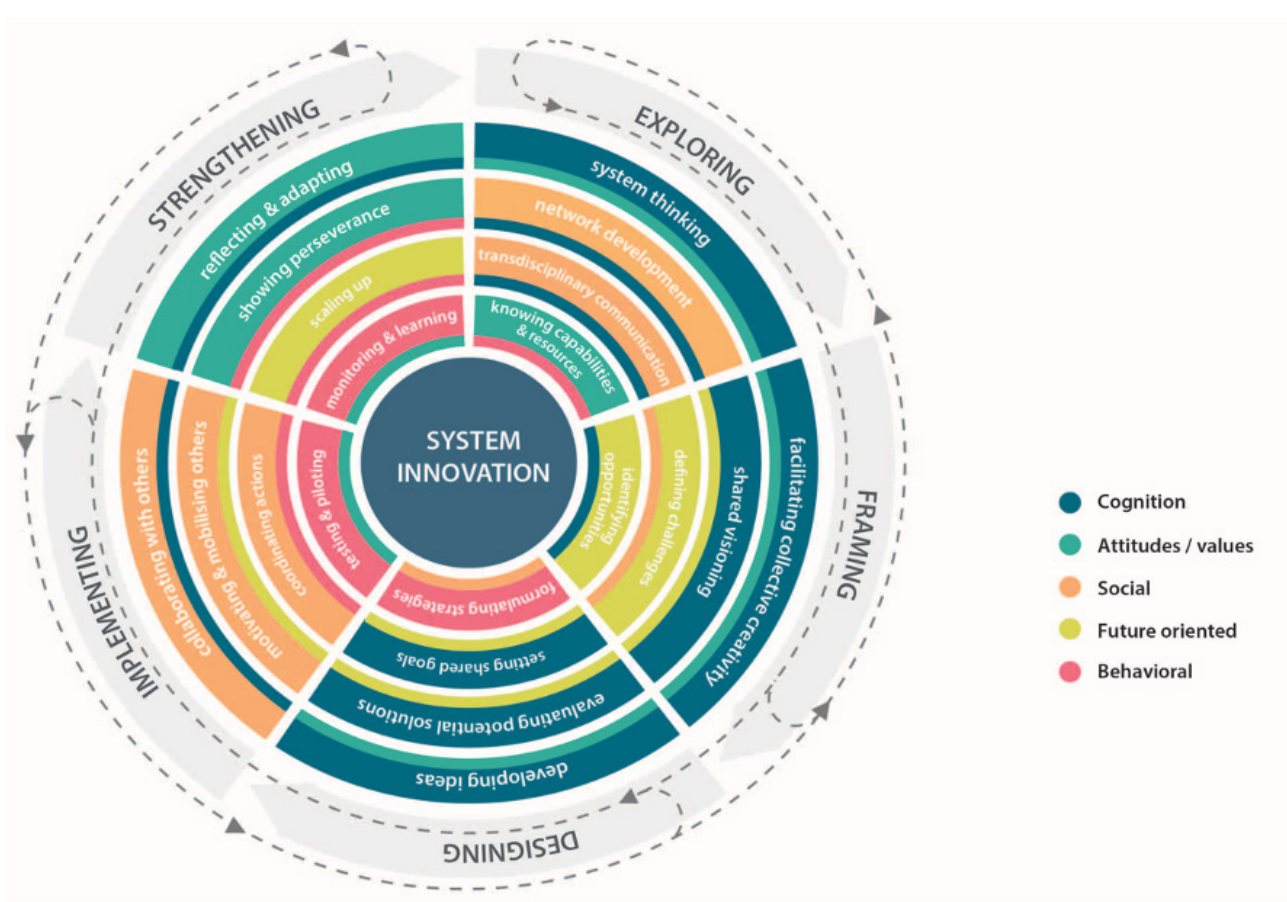


Figure 1: Professional Competence Framework for system innovation.

systems, logistics, consumer behaviors, social and family relations, and individual habits. Faced with these disruptive changes, governments are taking action and developing programs to respond, rebuild, and recover from the situation, in addition to promoting resilience and prevention measures for the future. The European Union has launched an ambitious plan (NextGenerationEU⁷); the USA GAO issued a report to the Congress on COVID-19: Opportunities to Improve Federal Response and Recovery Efforts⁸; the government of Canada developed a COVID-19 Economic Response Plan⁹; and China's government is implementing a number of measures in response to COVID-19¹⁰. Many other governments and international organizations are taking initiative and implementing programs to deal with the pandemic (e.g., United Nations¹¹; see Conceição et al, 2020). In fact, the report issued recently by the United Nations Development Program on *Covid-19 and human development: Assessing the Crisis, Envisioning the Recovery*, presents clear recommendations for shaping the responses to the crisis: *Look at the response through an equity lens... Focus on people's enhanced capabilities, reconcile apparent tradeoffs between public health and economic activity, and follow a coherent multi-dimensional approach.* "Since the crisis has multiple interconnected dimensions (health, economic and several social aspects, decisions on the allocation of fiscal resources that can either further lock-in or break free from carbon intensive production and consumption), a systemic approach—rather than a sector by-sector sequential approach—is essential... Finally, the note also highlights the importance of collective action—at the community, country and global levels" (p.3). All in all, these recommendations

highlight the relevant role that applied psychology could and must play in these recovery and development programs.

In order to better understand the existing opportunities for applied psychology, we will focus on the NextGeneration EU program. It is a €750 billion temporary recovery instrument. It will help to repair the immediate economic and social damage brought about by the coronavirus pandemic. Post-COVID-19 Europe aims to be greener, more digital, more resilient, and more fit for the current and forthcoming challenges (2021-2027). Other EU programs (e.g., ReactEU: Recovery Assistance for Cohesion and the Territories of Europe) add funding for these and related purposes. The emphasis is on the EU green and digital transitions, and the focus is on systems and structural transformations and reforms. Member states are encouraged to engage as soon as possible in a broad policy dialogue that includes all relevant stakeholders in order to prepare their recovery and resilience plans. Applied Psychology may make important contributions in both areas, in cooperation with professionals from other disciplines and partnering with many other agents and stakeholders. The analysis of the flagship projects proposed by the EU to the Member States clearly shows the benefits that the participation of psychologists in the projects may represent for its success. The flagship projects aim to power-up, renovate, recharge and refuel, connect, modernize, scale-up, and reskill and upskill people. In most if not all of these functions, the contribution of applied psychology may be useful either in terms of content or in their implementation process (e.g., facilitating people's acceptance and attitudinal and behavioral changes) or both.

7 https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1658

8 <https://www.gao.gov/reports/GAO-20-625/>

9 <https://www.canada.ca/en/department-finance/economic-response-plan.html>

10 <https://home.kpmg/xx/en/home/insights/2020/04/china-government-and-institution-measures-in-response-to-covid.html>

11 <https://betterworldcampaign.org/un-response-to-global-pandemic/>

Applied psychology and system innovation

In order to better serve these needs and demands of societal transformation and contribute to the alignment of these changes with the Sustainable Development Goals, applied psychology needs to reflect on its own transformation to become more glo-cal and better prepared to deliver such contributions. In our view, this internal transformation could benefit from taking into consideration the system innovation approach, which offers relevant inputs for ap-

environmental, social, economic, and trans-generational solutions. These transformations emerge through the contribution of multiple actors to the co-creation of shared future visions, their experimental implementation, and their scaling up when conditions allow it.

This implies personal and societal transformations in mindsets, identity, values, and behavioral patterns. There are a number of strategies to transform systems. The first is to identify the boundaries in order to

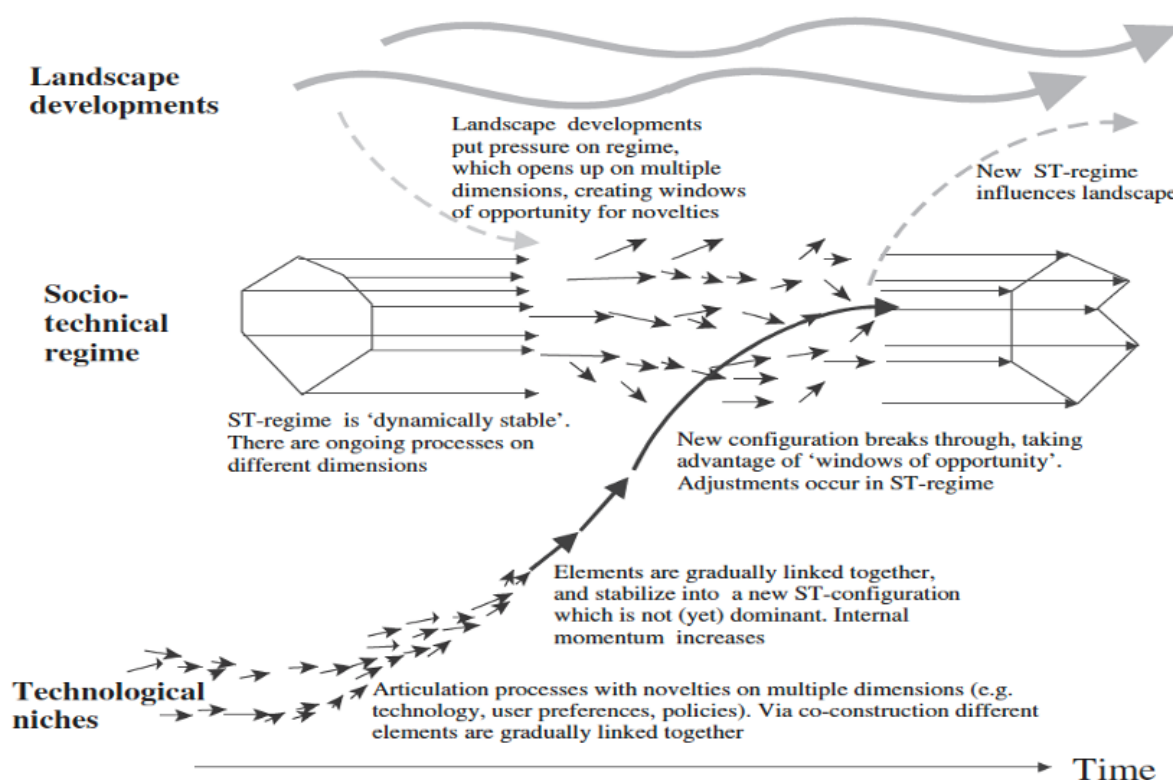


Figure 2: a dynamic multi-level perspective of system innovation (from Gael, 2002)

plied psychology diagnoses and then designs, plans, delivers, and evaluates interventions.

System innovation is a theoretical framework and a set of intervention strategies to face complex, uncertain, and difficult problems and changes. It is often intended to generate disruptive and deep transformations and identify viable pathways for innovative

define the system to be transformed. The second is to cross boundaries and employ multidisciplinary cooperation to achieve a systemic change that implies transformations in facets of complex issues. Another strategy for transformational change is to engage stakeholders and combine scientific knowledge and professional skills with relevant stakeholder knowledge and views about change.

The innovation process is especially important because the aim is to generate the emergence of a new or drastically changed system that better suits the multiple needs and demands, not only of the current stakeholders, but also of future generations and the planet. In this direction, the model proposed by Gael (2002) is especially useful. It distinguishes three contexts during the innovation process: niches, socio-technical regimes, and landscape (see Figure 2). The OECD summarizes this overall approach, describing it as an “S-shaped diffusion curve for radical innovations and on-going dynamics in existing socio-technical regimes (linked to existing systems) and broader socio-technical landscapes (which refer to broader secular trends).” (OECD 2015, 21).

In the *niche context*, a number of innovative ideas and critical reviews of existing solutions to society’s functions emerge. It is a “protected” context in which to generate alternative formulations, even if they are incorrect or inefficient. Through interaction and the exchange of views, criticisms, and visions, a niche accumulation pattern occurs. Often formulations are full of ambiguities, uncertainty, and risks. *The socio-technical regime* refers to a “semi-coherent set of rules carried by different groups”. It provides stability based on the coordination and consistency of the actions displayed by relevant groups. The regime presents multiple dimensions that are aligned and grounded in a shared system of rules and action patterns. These dimensions include technology, scientific knowledge, markets, infrastructure, culture and symbolic meaning, industry networks, and sectoral policy. Interestingly, the consistency of the regime can weaken when different social groups and incumbents are misaligned and prioritize alternative visions and goals, introducing instability in the regimes. Under these circumstances, windows of opportunity appear for innovations to be widely implemented, and new explorations in different functions are carried out, which can ultimately transform the existing regime. *The socio-technical landscape* is the broader

external context where actors operate to promote, support, or resist system innovation in niches and regimes at different stages. Landscape refers to the deep, rather stable, structural trends of societies, including both physical and social components. These general contexts often evolve and change slowly because there are a number of strong stabilizing factors, such as physical structures (e.g., cities, infrastructures, etc.), immaterial factors (e.g., cultural beliefs system, widely shared normative values), and social factors (institutions such as law or education or well-established political coalitions). This does not mean that landscapes are unchangeable. They often change slowly, following an evolutionary pattern, although shocks and surprises are not rare (e.g., disaster events, wars, radical political changes, etc.). This model helps to understand, drive, lead, and manage transformation changes. In applied psychology, it is important to increase awareness that, when innovative changes occur, a point that often deserves more attention is the scaling-up process of these innovations, in order to really have an impact on people, communities, and societies. Innovations will not fully fulfill their potential if researchers just end their task by publishing the results obtained in the “niche” in scientific peer-reviewed journals. Important actions are still pending to scale-up the innovations in order to produce a real impact on society. In this process, it is also important to identify the resistance to changes present in the environment and the leverage points that may help to overcome it (Medows, 1999).

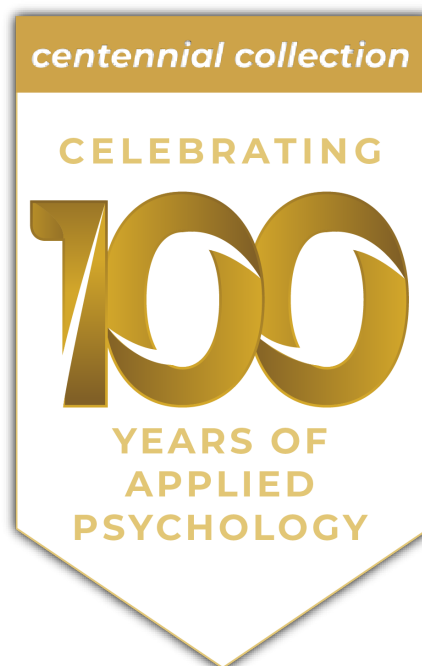
Summary and conclusions

For 100 years, the IAAP has promoted research and practice in Applied Psychology internationally with a global outreach. A number of trends became evident that showed the contributions of applied psychologists to individuals, groups, and communities. First, there was a clear willingness and engagement in serving people and societies in the international scene. Second, there was a growing internationalization of its membership, goals, and programs. Third,

the diversification and specialization of the disciplines of Applied Psychology offered an excellent platform for dialogue and cooperation among scientists, practitioners, academics, and other people interested in these matters. Fourth, there is a growing interest in and focus on global issues that are relevant to human beings and societies. Moreover, the IAAP has also served Psychology by promoting its visibility in different regions of the world, fulfilling advocacy functions at an international level, enhancing disciplinary identity (e.g., professional competencies, ethical principles...), and promoting capacity building in professionals and psychological organizations all around the world.

The IAAP is a unique platform to create social capital and promote “dialogue” across disciplines, regions, ethnic groups, professional practices, generations, and contexts. It serves our discipline by promoting communication between researchers and practitioners at the international and global level. In a global context, the IAAP promotes collective actions, enhancing the impact of Applied psychology on national and international policies for the benefit of individuals and societies in different regions of the world. In addition, in dealing with the serious problems of individuals and societies, the IAAP develops new visions, strategies, instruments, and tools to support applied psychologists in serving individuals and communities in both global and local contexts.

In its centennial celebration, we therefore congratulate the IAAP for its great achievements. We are also confident that the IAAP will continue to play an important role in the development of applied psychology at a global level and innovate and install new strategies and ways of contributing to the challenges humanity faces. For these reasons, in addition to our congratulations, we wish the IAAP a successful future.



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Unraveling Practice Learning at Work: An Experience from a Third World Country

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Abstract

The study set out to examine a practice-based competence building framework referred to as Operant Competence, Capability, Analysis and Profiling (OCCAP). OCCAP is a hybrid of the conventional methods of job, task and role analysis (JTR) (Pearn and Kandola, 1993) and strategy (Moore, 2001). The purpose of the framework is to assist users domesticate or contextualise the competence word to a range of practices within the world of work with the special intention of making its potency accessible to local users in an African Country. The researchers utilised a qualitative meta-analytic method by examining existing work where OCCAP was used in full or in part. To assess the practical logic of OCCAP, the researchers serendipitously utilised several psychological models that, like OCCAP, assumed socio cognitive processing and cultural contexts roles in any practice. They included Psychological differentiation, Sensibilisation, Prospecting Theory, and Cultural Activity Theory. The researchers examine qualitative data based on an intervention to assist clients utilise a generic competence framework in a local setting. In addition, the researchers review work assisting another set of clients to learn to formulate usable performance management practices in their respective organisations. The general findings suggest that to make a competence word usable, individuals need to position it within a context, see themselves within and distinct from the context, and utilise action words that make the competence salient with an implied measurement

indicator per competence-oriented word or phrase. A major implication is that introducing competences at any level requires practice learning sessions the kind of which are proposed by OCCAP and other learning practice approaches.

Key words: Competence Learning, Practice, Contextualisation

Introduction and Background

Borrowing from various disciplines interested directly or indirectly in living practice the researchers investigate the proposition that such practice is ultimately about delivering contextually expected results at any levels of development and in any domain (Boyatzis, 1982; Engestrom, 2008, 2018; Lars, 2010; Nicolini & Monteiro, 2017; Raelin, 2007; Serpell, 1993, 2007; Spencer & Spencer, 1993; Wenger & Wenger, 2015). At work a person who successfully delivers such a practice is considered competent and the mechanism for delivering the same is competence or competency (Boyatzis, 1982; Spencer & Spencer, 1993). More recently, such a person would be considered as one demonstrating work self-efficacy (Raelin, 2007). It is the ability to learn from what is around you simultaneously adapting it, applying it and generating new learning and knowledge from the application. It is, in addition, especially important because most of this learning is relational (Edwards, 2001; Raelin, 2007) or interpersonal (Vygotsky, 1978), at least in part

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since part of this learning may be accounted for by intrapersonal processes (Vygotsky, 1978). That notwithstanding, the researchers' note that this view of practice learning or competence assumes constructivism which is a philosophical position proposing that our only source of learning is the ordinary every day experience. From this position, a priori type of knowledge is neither accurate nor a reality since it is only with the daily individual or group experience, and within what is referred to as a "practice" that the researchers' obtain realistic and accurate learning or knowledge; that is, from social and concrete realities the researchers' encounter and of which they are part or become part of (Nicolini & Monteiro, 2017; Raelin, 2007).

The Competence/Competency "Word" in Work Activities

Since the pioneering work of McClelland (1973), the management of competences became increasingly prominent in the management work related activities including human resources (Ulrich et al., 2008) and has led to an emerging body of practice referred to as Competence Based Management or CBM (Crawford, 2000) that extended relatively fast beyond the human resources function to institutional systems such as public services (Bowman, West, Berman, Van Wart, 2004) education (Richey et al, 2001), evaluation (Russ-Eft, 2008) and to societies (Raven & Stephenson, 2001). This paper does not question the popularity of the concept though notes its spiraling applications. For instance, there are now concerted efforts to identify global competences in psychology (IAAP and IPCP, 2015) and in management such as cross-cultural competences of global leadership (Mendenhall, Arnardottr, Oddou & Burke, 2013). In addition, there has been a growing trend in the development of National qualification frameworks in the last two decades among many countries. The intention is to guide education institutions in outputting students with competences that are significant in achieving national development plans/objectives that can be applied across regions such

as Africa (Continental Education Strategy for Africa, 2016 – 2025), OECD (Europe) and ASEAN (Asia) regions (Bateman & Coles, 2013). The researchers' also note that the original idea of competence development and measurement was to reduce the cultural and other assumptions from unfairly influencing human resources practices (McClelland, 1973).

Indirect evidence concerning the difficulties of making the competence construct effective or potent to deliver on its intended original as well as emerging objectives may be discerned from the many different ways the concept has been operationalised.

Early local studies relating to the application of the competence concept in an African country had provided initial evidence that generic competences may be adversely affecting role clarity unless systematic efforts are undertaken to contextualize or domesticate them. Two studies (Hyeroba, 2005; Mafabi, 2004) attempted to test out the above proposition with reference to annual appraisals and a third one (Baguma, 2005) focused on differences between an organisation that had utilised the OCCAP based job evaluation and a fourth study (Barya, 2005) on empowerment and OCCAP. The studies focusing on OCCAP and annual appraisal used samples of secretaries working for two national universities. Mafabi found that secretaries who had been appraised on a format that had clearly articulated the role of a secretary in a specific university using OCCAP procedures were more confident of the outcome of the appraisal than those who had been evaluated on a generic competence format. A replication study (Hyeroba, 2005) utilising the same procedures and administered in a neighbouring university randomly selected 80 secretaries from a population of 231 secretaries. Forty-five were assigned to a treatment group, and followed an OCCAP process of articulating and refining their jobs. From the refined job profile an appraisal specifically focusing on the profiled job of a secretary in the university was developed. Heads of Department of the forty-five secretaries were asked to appraise their subordinates in an open format where individuals

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were able to discuss their performance and performance ratings. The other forty-five also participated in an open appraisal following the same process except that their appraisal instrument was generic reflecting such competences as “readiness to accept responsibility, innovative ability, and emotional maturity. The second study replicated the first study by demonstrating a significantly high degree of satisfaction from the group that had been assessed on a format specifically derived from the profiled job of a secretary compared to an instrument based on generic competences. The third study (Baguma, 2005), compared employees randomly selected from two non-government organisations. One of the organisations had utilised a generic job evaluation format drawn off the shelf. The other used OCCAP competence-based format specifically designed from the profiles of each job family in the organisation. The respondents were required to evaluate the results of the job evaluation exercises in terms of acceptability of the results and equitability of resulting job grades. As in the earlier studies, employees from the group that had utilised competences that had been reframed to reflect the specific job environment significantly found the results acceptable and the resulting job grades equitable compared to the workers who were members of the organisation that had utilised generic, off-the-shelf job evaluation format. The fourth study (Barya, 2005) examined the correlation between participating in competence profiling for the purpose of contextualizing the application of competences in one’s job as well as organisation and psychological empowerment. The study population was all heads of department from public enterprises, international and local non-government organisations and franchised micro finance institutions such as Pride and FINCA that had in the last five years participated in the OCCAP competence profiling intervention. A total of 100 heads of department was identified. 84 of these participated in the study. Of these 44 managers had participated in the profiling exercise and 40 had not. Departments included Accounts, Operations, Marketing, Human Resources,

Credit Management, and Finance. The study rejected the null hypothesis that there would be no difference in psychological empowerment between managers who had participated and those who had not participated in profiling their positions for the purpose of contextualizing and domesticating generic competences. The process of profiling one’s job, as already implied, is a languaging process which create and originates personal meaning. Those who got the opportunity to participate in such a process became more empowered than those who had merely “taken” words.

With hindsight, the difficulties with which the competence/competency concept has been implemented or not, is from the realization that utilising the concept of competence is essentially an activity process that involves other supporting processes, which first and foremost translate into a languaging process (Emig, 1977) that gives or removes energy (De Board, 1978) from the user or the framer. This justifies one of our efforts to focus on “wording” or according to Frese and Zapf (1994), “sensibilising”. Moreover, the currently known processes are captured under a number of different theories as briefly cited later such as Psychological Differentiation and Activity theories. For instance, to make sense of the word competence/competency a user requires a reference point which is influenced by one’s capacity to detach figure from ground or the individual from the context (Psychological Differentiation) in which he or she is operating (reference frame). Without a critical propensity to engage in psychological differentiation a competence word or thought may remain inaccessible. On the other hand, one will only reliably and consistently detach from ground only when one is able to contextualise within an existing activity (Cultural Activity Theory). In our understanding, CHAT more than any current practice theory, gives space and clues for appreciating deviations and especially patterned ones (Engestrom, 2008; 2018). It also provides us with the required model to understand that such deviations are natural to individuals, organisations and institutions. The deviations or contradictions are moreover,

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the results of historically controlling rules, prior division of labour and instruments that were in place for the purpose of obtaining the objective for which these “structures” and processes had existed in the first place. At the individual level, therefore reflection, an iterative process assumes an ongoing activity system whose appreciation may produce more accurate reflection (see Nansubuga and Munene, 2013). Specifically, CHAT and other practice frameworks recommend working with the ongoing systems to understand how they contextually influence our daily activities such as interpreting a competence phrase. The centrality of the context as premised by practice frameworks especially CHAT, leads to the following fluid propositions guiding our study.

Proposition 1: To promote the use of reasoning or reflection and reduce the automatic use of intuition, the process of introducing competences at whatever level should be accompanied by deliberate effort to examine the context in which the competence is to be used.

Proposition 2: Examining the context in which a competence is to be used is akin to learning how to differentiate figure from ground or sharpening the capacity for psychological differentiation.

Proposition 3: Sensibilising competences promotes the ability to spot discontinuities, disturbances or “sufficient” variation in a context and taking appropriate action

Proposition 4: Identifying variations and acting on them promotes work self-efficacy or empowerment prompting the individual to continue engaging with the experience

The Research Opportunity and its Context: The Emerging OCCAP Framework

As practicing Industrial / Organisational/ Business Psychologists (I/O/B) (www.pila-consultants.com) the researchers’ experienced difficulties with working with generic competences such as initiative, control and action bias and introduced a method focusing

on role-based competences (Pearn & Kandola, 1993; Spencer and Spencer, 1993). Over the years the method has expanded to include different role players starting with individuals, departments or functions, teams, and whole institutions. As the researchers were required to profile more actors the nomenclature evolved to the current one they refer to as Operant Competence, Capability, Analysis and Profiling (OCCAP). The researchers are now ready to acknowledge that over time they have serendipitously been subscribing to one or more of the models within the Practice Framework.

The OCCAP Framework Intervention

The OCCAP framework is a hybrid of the conventional methods of job, task and role analysis (JTR) (Pearn & Kandola, 1993) and strategy (Moore, 2001). JTR which among others made a distinction between jobs, tasks and roles significantly influenced our approach since the researchers’ understood, using the practice framework, that roles are a key practice in an organisation requiring special attention. For instance, the researchers’ understood that roles are more sensitive to the changing context such competition than tasks in an industry. Others include hierarchical task analysis (Sheppard, 2001) and functional job analysis (Fine & Cronshaw, 1999; Ulrich et al., 2008). OCCAP introduces additional steps from Armstrong and Baron (1995) that maximise opportunities to contextualise and to reflect on one’s work environment and in the process aid in activating generic competences extracted from off the shelf competence frameworks and from educational and professional institutions that prepare participants for the world of work (Munene, Kasekende & Mulira, 2008).

The basic unit of the OCCAP intervention at an individual level is the key result area (KRA) (Armstrong & Baron, 1995) a capability (Ulrich et al, 2008) at a departmental level, team work/team task management (Schein, 1997) and a strategy at an organisational or institutional level (Moore, 2005). The KRA is the researchers’ major focus in this study and in OCCAP it is an output-oriented statement, describing an area

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where a role incumbent must get results. Although results and output oriented, the KRA is nevertheless broad enough to subsume several performance statements the researchers refer to in their work as operant competences (Kagaari & Munene, 2007). With reference to the underlying theoretical models cited above, the KRA could be considered as a distinctive practice with a specific object to which it is connected (Engestrom, 2008, 2018) and a clearly identifiable activity domain as conceptualised in Activity Domain Theory (Taxen, 2010).

The purpose of OCCAP interventions is to make salient or to sensilise the competences such as performance management or managing change that represent a practice in any organisation. The intervention is a skill building exercise to empower organisational members to learn and practice the steps that the researchers consider helpful in carrying out relevant output-oriented activities. See table 1 below for the basic components of the OCCAP Framework.

Context Learning Task	What to do and to look for	Generic Comment
1. Sharing and agreeing on four strategic foundations of any organisation or practice	This is done by revisiting and confirming existing foundations or creating workable ones to be confirmed later through a conventional strategic planning exercise.	We encourage the clients to phrase each foundation as a single sentence utilising overt action words with the single exception of the vision.
2.i Agreeing on the mission of the department or unit where the role being competence analysed is situated.	This stage is treated as the one above.	Few organisations in Uganda and East African sub region have departmental missions, quite often requiring spending time designing one.
2.ii: Analysing and agreeing on the capabilities that the department must perform to achieve the mission	<ol style="list-style-type: none"> 1. The services and products each department is responsible for and how they logically feed into each other 2. The stakeholders that the department can influence and those that can influence it, and what they expect from the department 	We expect a workflow map and a core process matrix
3. Writing and defining the role of the incumbent being profiled.	<ol style="list-style-type: none"> 1. The incumbents state their roles defined as a set of obligations one fulfills in order to contribute to the mission of the department or unit. 2. Each one answers a humble single question: "Why should the role you are competence analysing exist in the department?" 	<ol style="list-style-type: none"> 1. The Consultant assists the incumbent to state his/her role in overt action terms while incorporating opportunities for measurement: 2. The roles starts with: To
4. Agreeing and defining Key Results Areas (KRAs)	<ol style="list-style-type: none"> 1. State at least five non-overlapping performance areas or main responsibilities that together add up to the role as defined above 2. Check for and remove overlapping KRAs and restate any KRA that is equal in magnitude to the role 3. Get a supervisor to comment on the KRAs and roles when incumbents profile using an OCCAP questionnaire 4. Get participants comment and agree on each presentation if profiling conducted in a workshop setting 	The KRAs are in practice defined as those aspects of one's role which if not performed, fundamentally compromise the role, the department and the firm/organisation.

Table 1: The OCCAP Framework for Contextualising and Making Salience Competence "Words"

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<p>5. Defining the Context of each KRA:</p>	<p>The Consultant assists the incumbents to answer at least three of the following questions:</p> <ol style="list-style-type: none"> i. Which groups, individuals, or institutions do you interact with in carrying out the KRA? ii. What is the content of interaction, or, what do you want to get/learn from the other party? iii. What regular problems do you have to overcome in order to carry out the KRA? iv. What difficult decisions do you have to make in order to carry out the KRA? v. What flexibility do you have when carrying out the KRA? What opportunities do you have to use your judgement? vi. What is the most memorable experience when you successfully carried out the KRA: What happened, what was the 	<p>The purpose is to uncover and document the tacit knowledge role incumbents accumulate over time and the complexities embedded in the prevalent competencies.</p>
<p>6. Converting the context of KRAs into knowledge and operant (technical & behavioural) competences</p>	<ol style="list-style-type: none"> 1. Revisit the questions answered in the context and extract at least five non-overlapping pieces of information you need to perform the KRA 2. For each piece of knowledge, extract at least two activities or tasks you perform to utilise the knowledge 	<p>Activities are written strictly in performance terms using overt action words. The focus is to “sensibilise” (Frese and Zapf, 1994) each activity for the purpose of measurement</p>
<p>7. Agreeing on key performance indicators or drivers (KPIs) per KRA</p>	<ol style="list-style-type: none"> 1) List key outputs that when in place the KRA moves forward 2) Find key outputs from either knowledge or operant competence with focus on the latter (operant) 3) List them in terms performance levels (outstanding, above average, average, below average, non-starter or still on “the floor” 	<ol style="list-style-type: none"> 1. We refer to KPIs alternatively as Key Performance Drivers (KPDs) 2. The incumbent learns to recollect and to identify which of the competences both knowledge and operant are generally key in moving forward each KRA 3. Performance level ordering of KPDs are generally reserved for performance management interventions.

Table 1 (continued): The OCCAP Framework for Contextualising and Making Salience Competence “Words”

The OCCAP process as may be deduced from the figure above, goes beyond most current competence and job analysis techniques that are well summarised in Pearn and Kandola (1993). This is because as already agreed by those who subscribe to practice theory (Nicolini & Monteiro 2017), any

practice is adjacent to other practices which may be referred to as a zone of proximal development (Engeström, 2018; Vygotsky, 1978) or a landscape of practice (Wenger-Trayner & Wenger Trayner, 2015). For an I/O/B Psychologist working and consulting with organisations, the zone of proximal development’s boundary is defined by the strategic foundations or

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strategy and starting with them is key to contextualising one's expected competences and frame them in contextually self-energizing phrases or words. The researchers now summarise briefly the essence of the practice framework and its epistemology. The former is centrally based on Nicolini and Monteiro (2017) and the latter on Raelin (2007).

The Practice Framework and Its Generally Acceptable Epistemology

Practice models and theories address interactive outcomes of ongoing events. The outcomes are

considered successful or wanting depending on how they focus on an agreed "object" (Engestrom, 2018) that motivates the continuing existence of a practice (Nicolini & Monteiro 2017). Such practices have one thing in common, they are composed of sub tasks or sub activities (Nicolini & Monteiro 2017) which range from individual activities (driving a vehicle) to institutional (managing the banking industry) and community activities (socializing or initiating youngsters into their communities) (Serpell, 1993). Beyond the general description above, Nicoline and Monteiro (2017) outline a number of interrelated tenets as paraphrased in table 2.

Tenet	Brief Interpretation and illustration
(1) Molar as against molecular collectivities in physics and a compound as against a mixture in chemistry.	Practices may be considered organic rather than mechanistic where the constituent parts are inseparable in practice (See for instance Burns and Stalker, 1995; The Management of Innovations)
(2) All activities under a practice aim at a recognised goal and must not be counter to it.	Normally such "goals" have similar "words" such as goal, mission, vision, etc... but with distinctly different components depending on the context. Others could be as narrow as "graduating" to which the institution, the lecturer, and the student would focus but each actor responsible for different activities.
(3) Practices exist within emergent universes which may be referred to a zone of proximal development. Such zones aren't always obvious until a disturbance or an occurrence awakens them.	As practices expand their boundaries by increasing activities, they get closer to other practices which are also boundary maintaining. Such boundary maintaining activities may be referred to as zones of proximal development (Vygotsky, 1978; Engestrom, 2018)
4) Practices have "rules of the game" that give them a consistent sociotechnical texture. The texture once in place is then used to reproduce the practices.	Driving societies for instance will drive either on the left or the right. Drivers learn when to give way to oncoming traffic and when to proceed enroute. The "rules of the game" are important in socializing comers to a practice.
(5) Practices are "object" rather than instrument and or rule determined (Engestrom, 2018). In the service of the practice rules need not be followed blindly.	Practices are larger than their sociotechnical systems. The latter serves the former since rules in a practice aren't blindly followed.
(6) Practices on a daily life are about intuition or tacit knowledge. In this sense the individual in a practice is the embodiment of the practice.	Intuition is a result of successful socialization. Its success depends on stimulus salience (Heineman, 2003).
(7) Practices are in constant movement as a result of being a larger set of adjacent practices.	The movement is caused by disturbances that can originate from any subpart of the practice.
(8) Practices are historically based with webs and webs of connections.	In practical terms this requires understanding as many of these as possible. It is why practices are difficult to change through revolutions.

Table 2: The Tenets of a Living Practice (Nicolini and Monteiro 2017)

Unraveling Practice Learning at Work cont.

Tenet	Brief Interpretation and illustration
(9) Practices such as roles are context specific.	Roles that look similar by "intuition" are in effect dissimilar depending on the context, such as time, and space. For instance, parenting a 5-year-old is different from parenting a 15-year-old. Practices are elastic. It is the same practice but is stretchable to accommodate changes.
(10) A new person (homo practicus) is one who moves across practice boundaries and fits it. Such a person is alternatively referred to as the "Expert Learner" (Engestrom, 2018) and the "Knowledgeable Individual" (Wenger Trayner and Wenger-Trayner, 2015)	This in practice means that he or she is capable of stretching what he or she already knows to fit the situation; in the process opportunities for individual and practice development are created. Even the seeds of innovation may be planted and when they grow, the practice is ready to accept the new entrants in terms of modifications to the existing practices.
(11) Practices as ongoing systems and living adjacent to other practice (e.g. landscape of practice; Wenger Trayner and Wenger-Trayner, 2015) automatically become political agents within and without.	<ul style="list-style-type: none"> • Practices depend on their environment for existence; there is therefore need to constantly negotiate for resource of all types (Bolman and Deal, 2008). • Within the practice, different roles imply different responsibilities and power. To work with practices, it is important to learn to work with the landscape for external resources, about the levels just as it is important to learn about the historical determinants of a practice.

Table 2 (continued): The Tenets of a Living Practice (Nicolini and Monteiro 2017)

The tenets provide a range of tools that we can utilise to learn about and intervene in organisations as ongoing boundary maintaining productivity-oriented systems. Another emphasis we profit from is the unit in the system referred to as role which embodies what an identifiable individual is expected to be doing within the productivity-oriented system. The emphasis we need to exploit from the tenets is learning to learn with the ongoing practice we work with such as in a consultancy or learning to be a practice that we are teaching others to appreciate, become part of and later utilise. As already stated, and for emphasis, this paper explores learning to learn with role performers in the process of assisting them and ourselves to activate or contextualise the competences implied in their various roles. The researchers now summarize below the key ingredients of the generally accepted practice method or epistemology as it is known and for this the researchers centrally rely on Raelin (2007).

The Epistemology of Masterly

The authors acknowledge the pioneers of what they referred to as the practice turn and identify action learning (Ravens, 1998) and those who have extended it such as Marquardt (2002), as setting the pace. According to Raelin (2007), the overall building bloc of the practice epistemology is collaborative and meaningful partnership where partners genuinely learn from each other and each demonstrating mutual respect. In the current practice learning framework there are three self-reinforcing antecedent blocks or meta competences that members of any practice need to acquire. These are tacit knowledge, critical reflection and masterly. The authors deal with them in the same order.

Tacit knowledge is about utilising intuition that builds over time. In a normal situation, intuition is accurate. The point of learning would be when to allow it to inform practice. The authors suggest that pedagogical

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or andragogical reflections leading to extracting relevant meaning and to building theory or application may be introduced in the middle of the activity or after (see also Kolb & Kolb, 2005; Kolb, Rubin & McIntyre, 1974). Critical reflection on the other hand is the practice of sitting back and relieving a successful or failed experience. It is a cognitive process of mentally recalling all experiences which may include emotional, intellectual, interpersonal and intrapersonal. Such cognitive revisit of what happened allows one to recover the mental models one makes or made to see whether or not they can still guide responses in subsequent experiences, events or stimulus environments in general. This is a process of reflection in action (Schon, 1983) and may be referred to as an epistemology of practice. It suggests that when you recover, question, or modify, reject or adapt an experience you in turn expand or modify your social conscientiousness. Reflective practice more than any other epistemology builds on interactive learning or consciousness. It is with other's spontaneous reaction to one's behaviour cognitive or otherwise that will most quickly force one to reflect. However, all this is historically and contextually embedded suggesting that reflecting on a specific phenomenon at one point in time may lead to distinct learning when the same reflection is stimulated by a similar experience but in another context including time or space. Lastly, masterly is the capacity to approach a situation from multiple points of view that emerge from engaging in critical reflections at every opportunity offered by engaging with different contextual experiences. The authors pronounce masterly as wisdom which they also consider going beyond knowledge. It is about what to do in an unfamiliar situation by for instance shifting intellectual, emotional, and cognitive goal posts in order to address a problem at hand. It is also about how much successfully tested knowledge to use and how much to leave out in a range of possibilities. Masterly is the kind of learned abilities that emerge from apprenticeship. This is what one must approximate in a community of practice (Wenger-Trayner & Wenger-Trayner, 2015). To guide

the user of the practice epistemology, the authors outline a simple checklist as follows (Raelin, 2007):

1. Learning is organised around real-life events. When learning is successful, the learner acquires practical skills of addressing a similar or related event.
2. Learning is organised in a cumulative sequence from the simplest to the hardest
3. Learners acquire skills by performing a real task while reflecting as the learning on the task is going on.
4. The standards to follow when judging performance are based on the task environment not on outside criterion
5. Learning is upfront or upstream while teaching is downstream and it is the learner who judges his or her performance or must learn to judge it accurately
6. Learning meta competences such as critical reflection that will permit the operator to "size up" a situation cognitively or socio-cognitively and determine which specific approach or mental model that would be best employed.

With a legitimate interest in matters individual as Psychologists, the authors are now ready to examine the clues that individual learners may utilise to extract meaning from not only interactive outcomes (the focus on practice) but from the forces that promote such outcomes. This notwithstanding, this study's context is the competency word and how to activate it in various context and practices as outlined in table 1 above.

Some Psychological Theories that underly Competence as an Individual Practice

The background and literature briefly indicate that an exploration of competence as practice learning should address at least three concerns. The first is the context in which the words are used; the second is salience with which some words stand out while others do not; the third is internalization of the meaning

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of the competence/competency word or phrase of interest. The researchers now proceed to summarise in a matrix format some of the existing psychological theories that enable the individual to access competence word salience and finally how once accessed the environmental components that enable not only the access but also the energization, through action, of the competence word to promote the practice. To address the matter, the authors propose to invoke the Freudian concept of cathexis to examine potency (De Board, 1978); Psychological Differentiation to examine the influence of context or background (Witkin et al 1962); framing to investigate the source

of salience (Kahneman, 2003), activity and action to investigate the processes of activation /selection (Astley & Van de Ven, 1983; Frese & Zapf, 1994) and of collaborative and transformative expertise (Engestrom,2018). Table 3 summarises the theories that the researchers at PILA Consultants, Uganda (www.pila-consultants.com) currently find instrumental in understanding, activating, and domesticating the competence /competency word to promote the practice of which any competence word they adopt is a part of.

Models	Main Assumptions	Key Concepts	Source
Cathexis	<ol style="list-style-type: none"> 1) Animate beings are endowed with psychic or mental energy 2) Mental energy when activated distributes energy in the rest of the bodily parts 3) Instinct is the initial depository of mental energy 4) Learned objects, states and processes are the ultimate depository of mental energy 	<ol style="list-style-type: none"> 1) Cathexis 2) Cathecting 	De Board R (1978)
Psychological differentiation	<ol style="list-style-type: none"> 1. Field Dependence and Independence 2. Analytical function depends on one's ability to detach him/herself from the field 3. Sensotypes differ among societies 	<ol style="list-style-type: none"> 1. Perceptual style (Analytical vs. global /broad) 2. Psychological differentiation 3. Analytical functioning 	Witkin et al (1962)
Prospect Theory	<ol style="list-style-type: none"> 1. Making decision of any kind including perceptions and intuition require a reference point 2. Accessibility and salience are context specific. They both depend on the surrounding stimuli 3. Salience reduces the opportunity for confusion and doubts on which decision to make or what actions to perform 	<ol style="list-style-type: none"> 1. Accessibility 2. Framing 3. Salience 4. Natural assessment 5. Attribute substitution 	Kahneman, (2003)

Table 3: Existing Theories Related to the Power of Words

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Models	Main Assumptions	Key Concepts	Source
Action Theory	<ol style="list-style-type: none"> 1. Sufficient Variation 2. Selection 3. Retention 	<ol style="list-style-type: none"> 1. Sensibilisation 2. Verbalisation 3. Activation 4. Psychological automatization 5. Intellectual penetration 	Astley and Van de Ven (1983; Frese and Zapf, 1994)
Activity System Theory (Zone proximal development theory)	<ol style="list-style-type: none"> 1. Discontinuities or disturbances exist in all ongoing systems such as learning systems 2. Capacity to work with deviations especially patterned ones 3. Deviations or contradictions are the results of historically controlling rules 4. Activity systems take ages to form and reversely, they would take ages to change 5. Boundary maintaining 	<ol style="list-style-type: none"> 1) Instrument / Tool 2) Subject or actor 3) Rules 4) Community (Destination Community) (DC) 5) Division of Labour 6) Object 7) Expansive Learning 8) Knot Working 9) Collaborative Expertise 10) Transformative Expertise 	Vygotsky, 1978; Engestrom, 2008, 2018)

Table 3 (continued): Existing Theories Related to the Power of Words

This paper is not in position to engage in detailed debates on each of these models. Its purpose is three-fold:

(1) To give an early indication that words such as “role” have always been powerful instruments in motivating or demotivating action.

(2) Because it is never clear when words become practices and when they remain simple tasks, as change agents, we should routinely take the driving power of words into consideration while making interventions in organisations, institutions and societies.

(3) To provide us the opportunity to examine what we have intuitively done over the years while trying to domesticate the concept of competence/competency so that it delivers what it is meant to deliver in our context.

The authors now briefly address the models raised above starting with the Freudian concept of cathexis.

A potential theory for understanding the competence word as a practice may be embedded in Freud’s

concept of cathexis (De Board, 1978). Cathexis is the mental energy that powers the brain distributing energy into various parts of the body. Initially, this mental energy is invested in instinct. It is instinct that initially fires the brain with energy. Subsequently learning takes over where cognitive processes such as memory, perceptions, emotions and learning itself become the additional and more important custodians of this energy. For instance, recalling a certain memory may trigger action. Perceiving something may also trigger action. From the concept of cathexis we draw the verbal ‘cathect’. To cathect is to empower a perception or a word with energy that can be reclaimed at a later date to energise an individual or a group into action. Thus languaging, using words is a “cathecting” process. By verbalising a process or a state or an object, the object comes to life. Finally, mental energy is finite. It is exhaustible at any particular time. When we have ambiguous situations, we dissipate energy trying to address the ambiguity and deprive other deserving objects the energy required for them to be performed. Such objects may be the very tasks we are required to carry out. Consider the normal situation when an individual is delivering a

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presentation and looks around for a phrase or a word that best characterizes a theoretical point he or she has just made. While groping around for just the right phrase, the mental energy is not completely available for continuing with the rest of the presentation. This is part of the languaging process we often engage in and when we successfully verbalise what our minds try to make sense of, we become energised and also free our energy for other mental or physical chores. According to cathexis theory we also cathect the symbol e.g. word we have coined or recalled.

Making sense of one's world and therefore empowering oneself is partly based on one's ability to extract her or himself from what is referred to as the psychological field. This process was conceptualised as psychological differentiation initially measured using visual media such as the embedded figure's test where the individual would be asked to name what she or he was seeing in a picture (Witkin et al, 1962). It may be best understood when we think of our world as a virtual one that although we may fail to articulate at any one time, it nevertheless influences what we do as we also influence it. Sometimes, to be able to understand who we are and what we want, we may now and again need to distance ourselves from the virtual or psychological field. This is what gives us an identity that also allows us to assert ourselves. Asserting one's self is an empowering process. Those who have difficulties in extracting themselves from the field are known as field dependent and those who have little difficulty in doing so are known as field independent (Witkin et al, 1962). The researchers suggest that extracting field from function is a process similar to languaging and cathecting a situation or an event by naming it. To illustrate, take the instance of a playground or a play field. In a particular play field, you may conduct American Football, Soccer or Cricket. When you distinguish the activity going on in a particular play field, you also provide the energy to decide whether you should go to the field or not. If you are a soccer fan or coach, you may proceed to the field to watch, to play, or to facilitate soccer if that is the playground or field is deployed

for. On the other hand, if the same ground has been deployed for cricket and you aren't a cricket fan you may not proceed to the field especially on your own.

People learn to become field dependent or independent depending on the dominant socialization experience (Dawson, 1969; Witkin et al, 1962; Wober, 1969). An experience that emphasizes obedience to given rules tends to produce field dependent individuals whereas training that overtime emphasises independence tends to produce field independent or analytical individuals (Wober, 1969).

Outside the perceptual style and the socialization practices, the theory implies that naming a field, "cathecting" also enables psychological differentiation. One way this has been regularly done is in the field of epidemiology the branch of medicine dealing with the nature of disease and its spread. Epidemiologists quickly put a name to the specific cause of an ailment around which now everyone mobilises to control or eliminate the threat. When you think of HIV/AIDS, or SARS you know what to do. In the former case you pay attention to blood or semen from another individual in the later you worry about getting in touch with dead or live birds. It is the process of naming or languaging that drives or mobilises the search for either a cure or containment. This means that words empower through defining a specific field or a practice. When the field or practice is defined, the mind is then free to engage in related or unrelated activities and with a purpose.

The discussion so far aims to indicate that words have power because they provide an identity to an event, a thought, or a state to which individuals around can relate. This is what was referred to earlier as cathecting (De Board, 1978). The authors have also suggested that this happens when individuals are able to distinguish function from ground (Witkin et al, 1962). This process has been more recently referred to as prospecting (Kahneman, 2003). The process begins with intuition and in some cases proceeds to reasoned judgement. As mentioned earlier, intuition is the automatic response relying on the

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most accessible feature of a situation a person is trying to make sense of suggesting that accessibility is a function of feature salience. The theory outlines general heuristics that tend to make a feature accessible such as representatives or similarity with known situations and natural assessment referring to situation's propensity to be accessible to one or more of the five basic senses of hearing, smelling, seeing, tasting and feeling (Munene, Bbosa & Eboyu, 2004) also referred to earlier as sensibilisation [28] (Frese & Zapf, 1994). Outside these rules of thumb or ready-made frameworks, Prospect theory suggests that salience is also heightened by motion confirming Vygotsky's (1978) earlier observation that the best way to understand an object is to see it in motion rather than in a sedentary state. Reasoned judgement is the other method of prospecting for meaning. It is analytical and is designed to check the correctness or otherwise, of the intuitive process.

An important assumption of Prospect Theory is that cognitive processes such as decision-making and perception are reference dependent. This is irrespective of whether the actor is using the intuitive or the rational judgment method. This is the issue addressed by the theory of Psychological Differentiation briefly examined above. Psychological Differentiation suggests that reference dependence is a result of being oriented towards field dependency while rational judgement is enabled by field independence (Witkin et al, 1962). Because these two ways of making judgement are learned processes, the option has always existed that people can be trained to become field independent. Prospect Theory on the other hand suggests that you can deal with field dependence by framing the object of perception in such a way that salient features that increase accessibility and availability are made prominent. In perceptual terms, "figure" then stands clear of 'ground'. One way of doing this, outside Psychological Differentiation Theory also suggested by the Prospect Theory is to create narrow rather than broader frames. The narrower the frame, the more potency the symbol - such as a "word" summarizing the identity of what we are

observing (Kahneman, 2003). In addition, narrower frames are associated with movement or action in comparison to states (Kahneman, 2003).

A framework that deliberately promotes the concept of constant reference implied in the theories briefly summarised above is referred to as Activity Theory (Vygotsky, 1978) and its later major derivative, Cultural Activity Theory (CHAT) (Engestrom, 2008; 2018). CHAT is about situated activity systems with definable boundaries. The situated boundary maintaining activity systems are the units of analysis referred to in CHAT as Object Oriented Activity Systems (OOAs) (Yagamatha-Lynch, 2010) or ZPDs (Engestrom, 2018). To examine and work with OOA, CHAT focuses on goal directed actions (GDAs) located at the individual, interpersonal, intergroup, organisation, and institutional levels. Finally, an activity in CHAT is the process of producing an object, beginning with picturing it in one's mind and concretising it with the help of an instrument such as a competence word. The second phrase emerging out of activity is goal directed action (GDA) nested in the object-oriented action. It is designed as a step towards object-oriented activity. The purpose of object-oriented activity is to create and institutionalise an object and convert a bundle of activities, as defined here, into a ZPD through expansive learning, collaborative expertise, transformative expertise and knot-working (Engestrom, 2018).

Table 3, summarising the OCCAP steps, clearly suggests that it starts by articulating the kind of components found in CHAT with reference to the competence word. For instance, OCCAP encourages its clients to start by revisiting the strategic foundations of the practice they are involved with. This provides a broad view of the context. When the focus is on individual KRAs, then the next stage is to agree on the next level of practice namely the role. This as will be seen is written in sensibilising terms and in the process makes the role salient. Then at least five KRAs are articulated all following the same logic of context to role, which in turn must be in line with the reason for

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the existence of the larger practice as demonstrated in the strategic foundations. Finally, each KRA is further articulated in knowledge and operation competences in terms of what one needs to know and one needs to be doing to produce the results implied or envisaged in the KRA. Each of those stages when performed by the job holders brings the practice under the competence in sharp relief ensuring that they individually and as a group can move forward to carry out their expected roles. The authors now move to the findings relating to the experience of utilising OCCAP by first briefly describing the practical opportunity that emerged for them to test out OCCAP in a relatively controlled situation (see Nansubuga, Munene and Ntayi, 2015).

Findings

A practical opportunity to test the OCCAP more rigorously emerged in 2007 culminating in a quasi-field experiment that is described in detail in Nansubuga et al. (2015). In 2007, the Central Government in the concerned African Country rolled out a competency dictionary. The dictionary had been assembled through a form of expert conference (Pearn and Kandola, 1993) composed of a task force from three ministries and the appropriate service commission representatives. These were “technically” supported by an Institute of Public Administration from a Euroamerican country and a state government representative from the same. With generic competency words or phrases, users in the African public service were expected and encouraged to localise the competency words to their specific contexts. With a number of local studies four of which are summarised above, the first author saw this as an opportunity to further test the OCCAP practice oriented intervention while for the second author it was an opening for a field study that would directly test what was being studied in

Organisational Psychology classes as well as subjecting what PILA had been using to a study more rigorous⁴ (Nansubuga, 2010) than those that had so far supported the OCCAP practice approach. The third opportunity was also to assist users to domesticate the generic competence phrases and words in the dictionary in order to serve their constituents better.

Table 4 extracts the behavioural and technical competences that the Uganda Public Services including local governments are expected to utilise at the strategic and operational levels. It indicates the competence/competency “words” that the Ugandan Public Servant is expected to use in order to deliver services at any level in every sector. To aid in the interpretation of the competences, the dictionary included critical incidents to provide benchmarks at different competence levels. For instance, a highly assertive individual would be able to analyse divergent views objectively. A very competent change manager will build trust and ensure that others understand the direction of the change and in the financial management competence; the most competent would be able to defend budget estimates (Ministry of Public Service, 2007). The Central Government directed each local government to translate the dictionary in job descriptions at every level guided by the appropriate level indicators. Despite the guidance, interviews with local government employees and managers showed that most were unable to perform the translation preventing the successful adoption of the competence framework and leading to Local Governments retaining the initial schedules of work (Nansubuga, 2010).

4 A major study leading to a PhD award was undertaken with financial support from Makerere University and technical support from PILA Consultants.

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Behavioural Competences

1. Accountability
2. Assertiveness and Self-confidence
3. Communicating effectively
4. Concern for quality and standards
5. Ethics and Integrity
6. Flexibility
7. Innovativeness
8. Problem Solving Decision Making
9. Knowledge management
10. Leadership
11. Networking
12. Political acuity/ingenuity
13. Pro-activism
14. Public Relations and customer care
15. Results orientation.
16. Self-control and stress management
17. Teamwork
18. Time management

Technical Competences

1. Change management
2. Coaching and mentoring
3. Delegation
4. Financial management
5. Human resource management
6. Information Technology
7. Management of organizational environment
8. Managing Employee Performance
9. Negotiation and mediation
10. Planning, organizing and coordinating
11. Policy management
12. Procurement, Disposal and contract management
13. Project management
14. Records and information management
15. Running effective meetings
16. Strategic thinking

Table 4: Uganda Public Service Competences (Ministry of Public Service, 2007).

For the purpose of this study on competence as a practice, the findings will be centred on that evidence which indicates opportunities to increase one's capacity for psychological differentiation by evidence of growing opportunities for extracting figure from ground, for sensibiling competence words or phrases, to increasingly use reasoned and to decrease intuitive judgement and to demonstrate the complexity of the competency word when utilised as and in a practice. Finally, we intend to argue that the sum total of the opportunities is to contextualise competences to fit, co-exist with and at best promote existing practices as recommended in cultural activity theory. We proceed to examine qualitative outputs of the process and see how far these objectives can be achieved.

The first part of the evidence to examine is derived from Stages 3 through to 6 of the OCCAP Framework and based on the study of an intervention to assist senior local government administrators domesticate or contextualise the 2007 Competency Dictionary. Through the stages, the job incumbents

systematically "learn" to describe their jobs through using action-oriented words reflecting one or more of the five senses for the purpose of sensibiling the role, the KRAs and the operant competences or operations the incumbent carries out. In this process the job slowly begins to stand out of its context and becomes more accessible to the role incumbent. Table 5 is an extract from one of the participants' job description that emerged out of subjecting his/her job title to the OCCAP processes. Through the OCCAP process, the incumbent stated the job role and one of the KRAs as follows:

Role definition of an Assistant Accounting Officer (ACAO) is "To develop (and implement) strategies and procedures for regulating and monitoring the implementation of development projects in the district according to Government acts/policies and district objectives"

As may be discerned, the role of an Assistant Accounting Officer (ACAO) is no longer in doubt because its final output, the purpose of the output and the context in which the role is to be carried out are clear

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and they stand out. The context for instance includes the development projects in the district, the district objectives and the relevant Central Government policies. On the other hand, it becomes a different story when asked to identify which of the technical competences drive the role and disagreements can easily emerge. The reason as we now know from the models referred to above, is that the potential competences are not salient enough for intuition, nor are they easily accessible to reasoned judgement because neither the figure nor the ground is as clear as they are in the new role definition that emerges through the OCCAP process. To pursue this a little further, we may decide that planning, organising and coordinating (technical competence 10, see table 4), managing organisational environment (technical competence, 7), strategic thinking (technical competence, 16) and project management (technical competence 13) are all involved in the role definition. One of the decisions to make for instance is what an ACAO will do and what the supervisor, the Chief Accounting Officer (CAO) would be responsible for and any or all of the competences. This however, becomes clear only when individual operators within a context have practice learning tools such as OCCAP to extract the figure (e.g., specific role, KRA⁵) from ground (context) and to construct the action sequence or sensibiling clear and salient to then make the required decision. Our proposition is that it is with competence sensibiling that variations emerge bringing along salience and this is as already indicated to ease measurement and spot variation one or more of the normal human senses must be implied in any competence word. However, the more salient the sense, the more salient the object about which a decision needs to be made. The authors now examine the way in which each KRA comes to life in turn it is considered as practice. To do this the researchers examine one KRA which must

be performed by the ACAO if the role so defined is to materialise. The KRA which also emerged from the same contextualising, extracting, and sensibiling process as the role is as below.

Table 5 indicates that, to initiate the planning process in the district, the Assistant Chief Executive Officer (ACAO) consults at least nine stakeholders from whom he/she extracts various messages and imparts them to others. The incumbent in addition examines systematically the regular problems he/she encounters in carrying out this KRA and the flexibilities that are within his/her jurisdiction to exercise under the same KRA. An important embedded process is one of linking an action to a clear "object" and building an intimate relationship between activities performed and an object for which the activities are intended. Here we see clearly that the KRA is intimately related to the role definition while the role definition articulates the object of the activity. While the object of the activities is a strategy and a procedure to monitor development projects, the KRA is about planning how the object will be serviced and financed. The embedded process here observed, is in line with the activity concept as suggested in Activity Theory (Vygotsky, 1978), Cultural Activity Theory (CHAT) (Engestrom, 2008, 2018) and one of its derivatives namely Activity Domain Theory (ADT) (Taxen, 2010).

The information gathered from table 5 or phase five of the OCCAP Framework is finally converted into performance statements and performance indicators for each KRA. This is the stage at which the profiler learns and generally, succeeds in removing ambiguities while the operant competences become potent. Table 6 shows the progression from contextual analysis to profiling of each KRA and to a usable job description.

5 KRA: Initiates and implements the participatory annual sub county planning and budgeting process in line with District objectives

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Who do you interact with	Content of interaction	Problems solved on a regular basis	Difficult decisions and flexibility
Executive committee	<ul style="list-style-type: none"> • Explain policies and acts governing the planning exercise 	<ul style="list-style-type: none"> • Inadequate facilitation of the executive members • Some Non-Profits are reluctant to release the amount and sources of their funds • Lack of adequate funds for transport when interacting with other partners/actors I the district • Inadequate material requirements • Political against technical priorities fund 	<ul style="list-style-type: none"> • Allocating funds in excess of the mandatory 20% • Funding or withholding funding to ease process • Integrating Non-profits plans in the annual plan despite gaps in them • Attending some planning meetings and missing others • Holding meetings when there is no quorum • Postponing the meeting due to lack of funds • Accepting political priorities in their totality
Non-Profits (NGOs)/Civil Society Organizations (CSO)	<ul style="list-style-type: none"> • Agree on how to harmonize and integrate their plans into the district annual budget 		
District planning unit	<ul style="list-style-type: none"> • Seek for guidance on how to integrated Lower Local Governments (LLG) plans 		
Chairman LC III and their executives	<ul style="list-style-type: none"> • Discuss the key programmes projects and activities for each sub county • Break down of sector activities on monthly quarterly basis together with budgets • Developing annual work plans for the county • Developing a budget for the county operations • Review accountabilities for planned activities • Rationing of projects to the community to benefit all parishes 		
Community	<ul style="list-style-type: none"> • Inform them of the programmes to be implemented 		
Committees of Council	<ul style="list-style-type: none"> • Invite them to participate in the annual planning 		
Chief Administrative Officer (CAO) and Council	<ul style="list-style-type: none"> • Seek comments on the draft plan and budget 		
Ministry of Local Government	<ul style="list-style-type: none"> • Seek for approval of the annual plan and budget 		

Table 5: Contextualizing and reflecting on the KRA: Initiate and implement the participatory annual sub county planning and budgeting process in line with District objectives

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Table 6 indicates one of the several products of the OCCAP intervention. An important point to note is that job incumbents are trained to produce this and related outputs. What is perhaps more important to

note are the relatively complex cognitive processes that combine to produce such outputs. One already alluded to, is the ability to extract the actual job from its context or figure from ground in Witkin et

Key result areas	Operant Competences (overt action oriented)	Performance indicators
Initiate and implement the participatory annual district budget process making every financial year.	<ul style="list-style-type: none"> • Schedule meeting with sub county Planning Committee, chairman Local Council III and their executives and discuss the key programmes and activities for each sub county • Develop annual work plans for the county activities • Review accountabilities for planned activities and prepare annual district budget • Schedule community forums and inform them of programmes to be implemented • Prepare and submit annual plans and budget to Ministry of Local Government (MOLG) for approval • Gather ideas and various input from NGOs/CSOs, committees of the council to integrate into the district annual plans and budget • Follow-up funds for the district planned activities 	<p>Outstanding performer</p> <ul style="list-style-type: none"> • Develops a departmental work plan basing on key programmes, available budget and activities of NGOs/CSOs and each sub county within the county <p>Poor performer</p> <ul style="list-style-type: none"> • Replicates the work plan year by year and sometimes forgets to incorporate new changes in the development programme
Monitor the utilization and accountability of Government resources (human, physical and financial) in the county according to the budget allocation and development plan	<ul style="list-style-type: none"> • Review development plans and list the funded activities/ programmes • Evaluate performance and progressive accountability reports, take note of variances within and obtain explanations from the relevant officials and staff • Prepare and submit M&E, performance, progressive and accountability reports to the MOLG • Receive and approve requisitions according to the development plan and budget • Verify whether funds were correctly allocated through acknowledgement of receipt by recipients • Carry out bank account reconciliation and compare the cash book balances and bank balances • Verify authenticity of all documents received and employees in the district • Visit district departments and cross-check state of district assets and progress of each of the community projects 	<p>Outstanding performer</p> <ul style="list-style-type: none"> • Verifies authenticity of all financial documents, and quality of assets and employees received in the district according to the planned activities • Prepares explanations for the variances within performance and progressive accountability reports <p>Poor performer</p> <ul style="list-style-type: none"> • Receives financial documents, assets and employees without verifying their authenticity and quality • Only attempts to explain variances within performance and progressive accountability reports after being queried by the auditors

Table 6: A Sample of an OCCAP Process Competence Based Job Description

Unraveling Practice Learning at Work cont.

Key result areas	Operant Competences (overt action oriented)	Performance indicators
Assess the training needs of sub county staffs and recommend them for training to the district personnel officer capacity building manager.	<ul style="list-style-type: none"> • Conduct needs assessment in the sub-county and establish the staff competence gaps • Recommend capacity building and training programs to the district personnel office • Write down and submit lists of the staff members recommended for training and capacity building programs • Lobby for funds from the MOLG to conduct the capacity building and training programs 	<p>Outstanding performer</p> <ul style="list-style-type: none"> • Identifies sub county staff competence gaps and recommends them for capacity building and training programs • Develops proposal for generating funds for capacity building and training programs from MOLG <p>Poor performer</p> <ul style="list-style-type: none"> • Recommends sub county staff for training without identifying their competence gaps • Conducts one capacity building or training program for all the sub county staff in a year.
Appraise and mentor staff according to the human resources guidelines.	<ul style="list-style-type: none"> • Inform the staff about the expected performance indicators • Compile appraisals, prepare performance reports and submit them to the personnel department • Provide appraisal forms to staff for self-evaluation • Compare staff outputs against planned activities • Identify the weaknesses and strengths and give feedback to the staff • Recommend staff members for capacity building and trainings in their areas of weaknesses 	<p>Outstanding performer</p> <ul style="list-style-type: none"> • Appraises staff performance basing on agreed upon indicators and in relation to the self-evaluation results • Discusses weakness and strengths with staff before submitting appraisal forms to the personnel office <p>Poor performer</p> <ul style="list-style-type: none"> • Completes appraisal forms after being requested by the personnel office • Submits appraisal forms without discussing content with the staff
Develop systems and procedures for monitoring the implementation of development programmes in the sub county in line with the LG Acts	<ul style="list-style-type: none"> • Sensitize community about the planned development programmes and their implementation process • Develop strategies for veteran resettlement • Sensitize the business community veterans about the need to pay taxes • Agree with the business community on penalties for tax defaulters • Conduct trainings on income generation projects/activities and guide participants on how to write fundable proposals • Develop intervention methods for projects that loose track • Receive and review progressive reports form staff members on ground 	<p>Outstanding performer</p> <ul style="list-style-type: none"> • Distributes annual development programs to each sub county • Develop a monitoring instrument for tracking implemented activities using agreed upon indicators • Provides feedback every quarter to sub counties on their progress in the implemented activities <p>Poor performer</p> <ul style="list-style-type: none"> • Does not check to see whether all sub counties are making progress in the implementation of activities

Table 6 (continued): A Sample of an OCCAP Process Competence Based Job Description

Unraveling Practice Learning at Work cont.

Key result areas	Operant Competences (overt action oriented)	Performance indicators
	<ul style="list-style-type: none"> Schedule visits to the project sites to check on the progress of projects Give and receive feedback for the community about implemented projects 	<ul style="list-style-type: none"> Does not have a record of activities that are being implemented in the different sub counties
Maintain district assets/property like tractors, vehicles, motorcycles, computers, building, land in accordance with the district procurement and disposal guidelines	<ul style="list-style-type: none"> Find out the working hours for the tractors, vehicles, motorcycles from the personnel department Establish the number of assets that are allocated to the district Develop and approve travel schedules and routes as requested by staff Identify service providers to conduct the periodic servicing of the district assets Develop servicing schedules with the service providers for the office machinery and automobiles (tractors, vehicles, motorcycles) Ration the fuel for each automobile within the maintenance budget Allocate qualified and experienced drivers to each of the automobiles 	<p>Outstanding performer</p> <ul style="list-style-type: none"> Develops and regularly updates an inventory for the district assets and property Develop servicing schedules with the service providers for the office machinery and automobiles <p>Poor performer</p> <ul style="list-style-type: none"> Records district assets and property once Schedules office machinery and automobiles servicing after receiving several complaints from staff

Table 6 (continued): A Sample of an OCCAP Process Competence Based Job Description

al terms. Another process is the languaging exercise that job incumbents perform to create the profile in a language they understand. The other is the process of making clearly available to the five human senses, what needs to be done including decisions to take. For instance, it is clear that the individual in table 6 will be developing annual work plans for County activities, follow up funds for district planned activities and review accountabilities for planned activities. This process makes the competences more

accessible, salient and available to the job incumbents who participate in similar interventions.

The same process, with little modification is used in assisting clients learn and undertake what we refer to as The Operant Competence Based Performance Open Appraisal (OCBPOA). In a workshop setting similar to the 2007 study, the participants work through a number of stages to assist them appreciate the nature and context of their organisation or practice. See table 7 for a brief summary.

Performance Management Learning Task	Approximate Stage in OCCAP
1. Agree on the nature and objectives of a social entrepreneurial venture	Stage 1: Strategic Foundations
2. Agree on areas where you would like to manage performance	Stage 4: Key Results Area
3. Identify and define the underlying role	Stage 3: Role of incumbent
4. Provide at least two performance statements in each area	Stage 5: Context of the selected KRA Stage 6: Context statements converted into operant competence phrases
5. Provide at least two output indicators	Stage 7
6. Provide one outcome indicator	Stage 7

Table 7: Activating a Context Specific Performance Management System

Unraveling Practice Learning at Work cont.

It is important to recognise that table 7 is an adaptation of table 2 which is the standard OCCAP framework. In table 7, the focus is on performance management and in our experience, it is important to bring the “object” of an exercise up front, while laying the ground for the context of the “object”. In this case, the consultants work with participants to size up what a member organisation looks like first before they would move on to focus on what to track in performance management. Consequently, the exercise starts with stage one and moves straight on to stage four of the normal OCCAP framework then back to stage three to identify the roles under which KRAs fall. It is crucial that OCCAP is flexed to remain with, fit in, and support a client organisation without compromising its OCCAP’s own “object” of contextualising and activating competence words and phrases. A snapshot of the output of the process is shown in table 8.

In a more recent intervention, Client X, a member based organisation defining themselves as social entrepreneurial, wanted to put in place a Performance

Management (PM) system that everyone could use (PILA Consultant, 2016). They however had in place a time sheet where individuals calculated the time against a performed task. Over a period, the sheets would be compiled and converted into a report that was submitted to a Funder. The Client was clear that although the reports were good enough for the Funder, members of the organisation weren’t profiting from such a PM system⁶. What this suggested to the Consultant was that whereas the time sheets as an instrument (Engestrom, 2008, 2018) served the object of the funder, it was not serving the perceived object of the client. PILA Consultant’s role was nevertheless limited to taking the Client through a “practice” or a competence which they could utilise to adapt the current time sheet system or design an additional PM system that could profit them as the existing one continues to work for the Funder.

The researchers now demonstrate some of the testimonies regarding the perceived changes that may follow an OCCAP intervention beginning with those from the 2007 study.

Key Results area	Activities to be performed	Performance Indicators / Output indicators
Supervise X staff and other support staff in executing their duties as per the X’s Performance management System	<ol style="list-style-type: none"> 1. Define work priorities 2. Develop staff 3. Design a deployment plan 4. Allocate work 5. Discuss and agree performance expectations /goal setting 6. Conduct monthly performance review conversations 7. Appraise performance 	<ul style="list-style-type: none"> ▪ A list of actionable work priorities for each supervisee within the agreed time ▪ A value adding staff deployment plan ▪ Equitable allocation of work based on KRAs and role definition ▪ Clear time table for discussing agreed performance once a week for each staff

Table 8: The Operant Competence Based Performance Open Appraisal

⁶ Preparatory interview with the Chief Executive Officer

Analysis, Interpretation and Discussion

The debate on domesticating the competence/competency word by making competence /competency phrases potent is situated in a broad theoretical context because it has been recognised for some time that words as part of the languaging process can be empowering to those who create and use them (Emig, 1977). The problem as the models used here indicate, have been to over-assume that words or even seemingly similar practices easily transcend activity systems and cultural borders. However, to articulate or put a name to an event is not only to cathect the word that is used to name the event but to “free” the person who names the event to employ his/her psychic energy in other activities (De Board, 1978). The authors argue here that that utilising words in everyday life is not different from using our senses to perceive events; that languaging like perception, with special reference to wording, is referent dependent. That is, we are able to name an event accurately depending on the former’s context or its background. In the same way we will interpret words that come to us in reference to a context. It is the context, which partly contributes to the potency of a word. The other is the psychic process of cathecting. Because of the role of context, people tend to utilise intuition especially when the context in which the event to be “worded” is ambiguous. Ambiguity means that no single feature of the situation is really salient. However, when what is salient is what we are familiar with, we equally make decision using intuition rather than reasoning.

The OCCAP framework the researchers discuss here and the initial studies employed to articulate the framework make three assumptions. The first is that competence models available in Africa tend to be generic and ambiguous to the African. The second is that the African manager or worker is more likely to utilise intuition than reasoned judgement creating a need to retranslate most Euromerican competences for the purpose of cathecting them. The third is that competences should be domesticated through a

process of contextualising if they are to assist the African user on any user who tries to utilise them on the Continent. Consequently, the researchers pursue four fluid propositions, which have so far guided their practice in a quest to domesticate the competence word to the African context. The fluidity of the propositions in effect means that the subsequent discussion will consider them as a block rather than as individuals. It is not possible to discuss them individually. Overall, the proposition underlying OCCAP practice suggests the following:

The process of introducing competences at whatever level should be accompanied by a deliberate effort to examine the context in which the competence is to be used. In the same process, the user of the competence will start to see the figure (smaller picture) from the ground, (larger picture), promoting opportunities to experience variations, salience and possibilities of measurement (sensibilising) the sum total of which will be the promotion of reflection and the subsequent use of reasoned judgement that are relevant meta competences in a changing environment.

Intuition is a fluid process which, when accurate makes decision making effective and efficient. However, intuition is also resorted to whenever we are confronted with an ambiguous situation or a situation which is not readily accessible to our understanding. In this case we resort to rather common heuristics such as similarity and representativeness (Kahneman, 2003). The situation of ambiguity is one that was faced by local government managers required to implement a competence framework from the Central Government of Uganda. It was also the same ambiguous experience two organisations faced when implementing performance management function. Case study 1 based on the 2007 study (Nansubuga, 2010) describes the outcome of participating in an OCCAP intervention and the subsequent restoration or worked work self-efficacy (Raelin, 200) for the concerned narrator.

An example of one of the technical competences required of us is “change management”. We are expected to try to create and maintain commitment towards change in our respective job roles. We have been finding it difficult to translate such broad competences into activities that respond to the job demands situated within our work plans and then create performance indicators. It was not until after this training in how to articulate the demands in the work environment, in terms of the various problems we encounter and decisions we make that we have realised the relevant operant competences and the performance indicators tied to those generic competences in the competence dictionary. We have learned that we should pay more attention to the process we undergo and the outputs we deliver when performing our roles in order to achieve performance expectations than what we ever did before. The training oriented us to think in terms of outputs that can be put together to constitute expected outcomes or results”.

Case Study 1: Activating the Change Management Competence

The case above suggests a learned ability to utilise reasoned judgment when faced with the need to implement the competence of managing change. The participant shows that s/he is able to think in terms of the outputs that will deliver results such as those implied in the management of change. S/he also acknowledges that in order to manage change they need to carefully examine the regular problems they face and find solutions to them before they can carry out the change management competence as required of them by the Central Government.

A challenge people face when making decisions in situations of ambiguity, as implied in the above narrative, is being able to detach themselves and the social cognitive tension they want to decide about, from the context in which the object about which a choice must be made is. Nevertheless, this detach-

figure (smaller picture) from ground (larger picture). OCCAP, as our study and interventions indicate, assumes that generic competences obscure the smaller picture (what to do to achieve results) or just what the competence is about while promoting the larger picture often shrouded in outcome results of the competences such as change management or self-confidence and assertiveness. The study, doubling as an intervention also focused on the “ground”, in the psychological differentiation terminology, by training participants to analyse the context in which a competence is to be carried out and developing performance statements or operant competences that clearly articulate what needs to be done. This process meant that behaviours central to the competence became more salient. The case study below demonstrates what Assistant Accounting Officers participating in the intervention experienced before,

Before this training we were not sure of whether we had responsibility for tasks regarding financial and human resources management and accountability. Although our job descriptions required us to produce accountability reports, financial accountability has always been handled by the Finance Officer and the Accounting Officer. Similarly, problems dealing with recruitment were solely handled by the District Service Commission while the Senior Personnel Officer was in charge of performance appraisal. Now we know what to do with both finance and human resources management.

Case Study 2: Management of Finance and Human Resources

ment is often necessary for improved accuracy. Even in situations where decisions could be made holistically, it is still important to see the larger as well as the smaller picture (Kahneman, 2003; Taxen, 2010; Engstrom, 2018). Capacity to see both the smaller and larger picture is referred to as psychological differentiation. It means the capacity to differentiate

during and after the intervention.

The case above shows evidence of difficulties of separating figure from ground. Although Assistant Accounting Officers had been given a job description that required them to implement technical competences relating to finance and human resources, they

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had experienced difficulties to perform them since they assumed that such tasks belonged to finance officers and human resource officers respectively. The intervention allowed them to reinterpret the generic competences that had been handed down and identify in which way they could implement it in their specific roles. The authors refer to this capacity as the process of differentiating figure from ground.

As may be anticipated, performance statements are most essential when generic competences such as planning, leadership and initiative are utilised. However, such precision does not come easily as the authors discovered in a later OCCAP intervention (PILA Consultants, 2016), specifically for performance management. The table below shows the level of concreteness with which performance statements

Specific: (31%) <ul style="list-style-type: none">- To improve prescribing quality from the current 27% to 60%;- 60 out of the expected 100 staff attend duty in 24 hours
Moderate: (31%) <ul style="list-style-type: none">- Supervise and monitor staff to improve on turnaround time of laboratory results;- Monitor staff attendance to duty
Weak: (38%) <ul style="list-style-type: none">- Improve leadership & governance skills;- Increase effectiveness of lab services to better HIV care

Table 9: Examples of Performance Statement Measurability

It enabled a number of contextually required competences to become alive, salient and to be activated.

Over the years, the practice the authors are narrating and discussing here, has demonstrated that performance statements that describe achievable targets are the most rigorous test of work self-efficacy at any level. In this paper the authors argue that the beginning of writing such targets sensibilising competences because, the process or experience directly promotes the ability to spot discontinuities, disturbances or “sufficient” variation in a context and taking appropriate action. In table 8 the authors reported a clear performance statement from a head of department who was in charge of the supervision and development of his/her subordinate. S/he stated the performance indicator thus: “A list of actionable work priorities for each supervisee within the agreed time”.

As table 6 indicates, performance indicators are per KRA which add up to a situation when a job holder is more likely to know what to focus on daily, depending on which KRA or combinations of KRAs would be on one’s desk or in-tray.

accompanying the performance areas were stated.

Table 9 indicates the relative difficulty of learning to make measurable performance statements which would then drive daily work in line with the overall proposition of this paper. One important message to learn in the examples is that in a way, at least according to this study’s sample, performance measurement is about marking or noting where one starts an activity and noting where one ends on that activity within a specified period. This opportunity would be specifically and moderately available only 31% of the time and probably unavailable at all for 38% percent of the time. Even with such relative success in operationalising targets and therefore ultimately generic competences, individuals who participate in an OCCAP directed PM do see their way forward as the following table shows.

Table 10 provides a number of lessons to learn from. One of them is that practices are composed of individuals and each individual picks salient messages according to his or her individuality. For instance, in a seven stage OCCAP Practice for domesticating the performance management competences,

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Participant 1 singled out stages 1 and 7 (broad context and measurability), Participant 7 focused on stage 3 (the relevance of role definitions); Participant 4 was mainly influenced by stage 7 (measurability) while participant 6 was more predisposed to stage 6 (contextually relevant job descriptions). The second lesson is driven from the steps acknowledged in the testimonies which range from the broadest (strategic plan) to the narrowest (measurability of each event such as a task) suggesting that indeed competences can only be understood within a range of contexts which require articulation in a practice context such as OCCAP. However, constant contextualizing implies the equally significant role of relationality (Nicolini & Monteiro, 2017) in competence management since competences are, according to this and earlier stud-

local users in an African Country. In the process the authors introduce and examine a method they refer to as Operant Competence, Capability, Analysis and Profiling (OCCAP) that has emerged over the years while serendipitously subscribing to one or more of the theories that assume the Practice Framework. The theories included the Cathexis, which directly suggested that ambiguous events such as those found in generic competences, when named become potent as well as the word that is used to name them. The authors briefly examined Psychological Differentiation positing ambiguity as a result of failure to distinguish figure from ground. A third was Prospect- ing Theory, which suggested that in a situation when people have to make decisions, they have options to utilise intuition or reasoned judgement. More often

Participant 1: *The overall concept of PM has become clear to me and what mostly interested me was that the strategic plan plays a major role, each individual contributes to the organizational objective, SMART objectives reduce bias.....*

Participant 4: *I am glad for having this workshop because of mainly its practicability. I have learnt to set targets and that PM starts with the individual. Additionally, I have learnt that an objective can be anything depending on what you want to achieve*

Participant 3: *It's been a great experience today learning about PM, indicators, components and most interestingly was knowing about PM planning and measurement*

Participant 7: *I have learnt that if you don't understand your (role) definitions, you cannot understand the subtasks under your job*

Participant 6: *For PM to work, most of the job descriptions have to be redesigned in a manner that matches the daily tasks.*

Participant 2: *Happy about people's feedback because it shows that learning has taken place and I am very positive that our PM tool will work since everyone has understood the concept of PM.*

Table 10: Learning the importance of PM to an individual and One's Organisation

ies referred to above, have characteristics that generally define practices. What is key in managing competence is to recognize that competences and the context in which they are to be implemented co- create each other.

Conclusion

The paper presented and discussed some evidence of the authors attempts to domesticate or contextualise the competence /competency word to a range of practices within the world of work with the special intention of making its potency accessible to

than not, the tendency is to utilise intuition especially when generic heuristic such as representativeness and similarity are available. That usage of these heuristics may depend on lack of a salience or accessibility of the situation due to ambiguity. To complete the picture of how to domesticate generic competences the authors deployed Cultural Historical Activity Theory to explain in more specific terms how to contextualise an activity and to link the same to a specific object such as a required strategy. The researchers derive three interrelated conclusions. The first is that any competency word is more than a word, it is a

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living practice. Second to work with and learn from a practice, one needs to experience at least some of the concrete realities through which it is manifested confirming the need to borrow from models that utilise the practice lens that assume practice relativity. Third, we must prepare to go qualitative (constructivists) rather than quantitative (logical empiricists) because; practices including playing out a competence such as change management is an ongoing event that co-creates and is co-created by an existing environment. Appropriately, the move to qualitative, is now assisted by an emerging recognition by Psychologists of the relevance of qualitative approaches to the discipline as concretised in a publication on qualitative reporting standards by the American Psychological Association (Levitt et al, 2018). Interestingly for readers of this paper, the standards warn aspiring qualitative data-oriented psychologists to equally be ready for a certain level of transdisciplinarity as well and interdisciplinarity (Levitt et al, 2018). Thus, to comprehensively explain our “practice” and the practices the authors have worked with, we discover that we learned from psychological theories some of which assume practice thinking while others directly subscribe to the practice framework (Vygotsky, 1978; Engestrom 2018). In total the models make it easy for us to explain the relevance of paying particular attention to competence contextualisation and measurability. A number of case studies provided initial supporting evidence for the practicability of OCCAP. It provided additional evidence of the role of individuals in an ongoing practice and confirmed the authors assumption that the difficulties of implementing the competence word is because such words exist as practices or an activity system in the minds of those who are expected to implement them. This is the more important because relatively difficult practices come into equally relatively common words or phrases such as job role or role.

Finally, in addition to those who are expected to implement competence words, the findings will be usable for practicing consulting organisational,

industrial and business (I/O &B) psychologists on the African continent and those who prepare them for such a role. While acknowledging the important role of applied psychology in the effective performance of a psychologist’s role on the Continent, the authors emphasises the importance of observing that real life results will be achieved only when the acquired knowledge is continuously stretched and redesigned to suit encountered contexts where a consulting psychologist may be requested to provide a service. In their practice the researchers have utilised OCCAP in a range of consultancies such as downsizing or up-sizing organisations (PILA e.g., University X; 2019), creating institutions such as new sectors within a public service (Public Service Management Sector), job evaluation and salary grading (YY Hospital and UNCST), performance appraisal (PILA) and recruitment (PILA). However, orienting towards practice frameworks, the authors emphasise will require a deliberate grounding in qualitative as well as quantitative methods for consulting I/O &B Psychologists, those who teach them and I/O &B researchers interested in areas related to competences.

Limitation of the Study

The general limitation of the study is that the authors did not deliberately set out to test any of the models they have invoked to put meaning to their efforts to domesticate the competence word as well as the conventional competence frameworks. The study has however enabled the authors to see that they are also a subject of their own study since they have intuitively utilised models without a conscious effort. Beginning to assemble the several models the authors have been assuming, hopefully will improve their own practice and the practice of their clients who are often expected to domesticate competence frameworks with little or no help.

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The Interaction Effect of Psychological Capital on the relationship between Self-Driven Personality and Happiness at Work

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Abstract

The purpose of this paper is to examine how Psychological Capital and Self-Driven Personality fuse to affect Happiness at Work in the nursing profession in Uganda. The paper adopts a cross-sectional descriptive and analytical design. The authors employ structural equation modeling to test hypotheses. Using proportionate and simple random sampling procedures, a sample of 900 respondents was drawn from different hospitals in Uganda of which a response rate of 88.8 percent was obtained. The magnitude effect of Self-Driven Personality on Happiness at Work depends on Psychological Capital; implying that the assumption of non-additivity is met. Only a single research methodological approach was employed and future research through interviews could be undertaken to triangulate. In order to boost happiness at the workplace, heads of hospitals should always endeavor to find a viable self-driven personality- psychological capital blend that can add value to nurses in Uganda. This is one of the few studies that focus on testing the interactive effects of psychological capital on the relationship between self-driven personality and happiness at the workplace in Uganda's health sector.

Keywords Interaction Effect, Happiness at the Workplace, Psychological Capital, Self-Driven Personality, Nursing

Introduction

There is growing interest among researchers and practitioners to understand happy employees via a positive lens. Happy employees tend to be more productive compared to the unhappy ones (Joo & Lee, 2017). According to Norman, Avey, Nimnicht, and Pigeon (2010), unhappy employees may not pay full attention to any activity at work implying that happiness is a great factor in influencing individuals' levels of performance. Kawalya et al. (2019), found happy employees to be interested in their work and to sustain positive emotions throughout. There exists a lot of literature on what the traditional outcomes related to happiness at work (or lack thereof), including though not limited to meaningful work (Fisher, 2010; Steger, 2012), taking extra role tasks such as helping other employees (Baard, Deci & Ryan, 2004), less likelihood to leave the job (Ganser, 2012), increased productivity and positive employees' work attitudes towards their jobs (Demir & Davidson, 2013; Fisher, 2010) and commitment to work (Demir & Davidson, 2013). Despite the growing amount of research on the concept of happiness, diminutive theoretical and empirical attention has been paid to the building blocks of happiness at work. Undeniably, most happiness at work research has focused on the outcomes of happiness or lack of it and somehow neglected the situations caused by the positive emotions that

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broaden awareness and hence affect happiness.

Although several studies to date have examined the linear relationships between happiness as a criterion variable and its predictors (Singhal & Rastogi, 2018; Rai & Nayak 2018; Bubić & Erceg, 2016; Fisher, 2010), these have missed the fusion of self-driven personality and psychological capital as probable precursors. There is scanty literature that links psychological capital to happiness at the workplace (Choi & Lee, 2014; Cheung & Tang, 2010). Similarly, a dearth of literature exists on the self-driven – happiness relationship (Choi & Lee, 2014; Avey, Luthans, & Youssef, 2010). More so, what is missing [and that forms the central thesis of this study] is that to best of the authors' knowledge, no study has examined the interaction effect of psychological capital on the self-driven personality - happiness at work association. The concepts of psychological capital and its resultant effect in this study [happiness] are routed in the Build and Broaden Theory (BBT). The BBT assumes that positive emotions broaden awareness and help build psychological (personal) resources that in turn produce happiness at the workplace (Fredrickson, 2001). Seligman (2002) defines happiness to consist pleasure, engagement, and meaning; which are a function of self-driven personality (Choi & Lee, 2014). The authors hence argue that the significant relationship that exists between self-driven personality and happiness; and psychological capital and happiness may imply that a combination of the two [self-driven personality and psychological capital] might have a far reaching positive effect on happiness at the work place especially within the health sector. The intent of this study is to extend the effect of self-driven personality on happiness at the workplace using the nursing profession in Uganda as a testing ground.

Taking the case of the nursing sector in Uganda into consideration; their work environment is characterized by unavailability of drugs, poor sanitation, work pressure with poor remuneration and collapsed infrastructure. On account of that, most of the nurses in Ugandan hospitals tend to show signals of

unhappiness and is reflected in a number of ways including though not limited to exhibition of absenteeism, harshness to patients and diversion of the little available hospital drugs. For instance in 2011, Mityana Hospital a health facility in in Central Uganda, recorded one of the highest staff [nurses] turnover rates (62%) (Ministry of Health, 2012). As a consequence, the medical workers nurses inclusive who stayed have to carry the burden of the work delivery of attending to patients which has implications for happiness at work. Growing evidence suggests that when employees fail to experience joy in day-to-day activities, positive affect reduces and negative affect increases. As a result of this, there is overall sense of dissatisfaction with life and general happiness at the workplace (Myers, 2000) which in the case of health workers like nurses has far reaching negative impact on patients. Given the unpleasant external work environment pertaining the health sector, there is need to tap into the intrinsic behaviors of employees especially nurses. There is need to find solutions that will impact joy creation in such circumstances. This is the more reason, the authors in this study affirm that being self-driven and tapping into one's psychological capital may trigger happiness that will in turn render nurses to take positive care of patients, in spite of the external poor environment.

In this study, the authors first argue that self-driven personality and psychological capital have an influence on the achieving nurses' happiness at the workplace. In line with Friedrich (1982), the researchers uphold that when two exogenous variables exist to cause an effect on an endogenous variable, it is inadequate to assume that it is only the main effects that influence that endogenous variable. According to Friedrich (1982), there is always more to consider than simply the "main effects" of each of the exogenous variables in studies where the research design involves two or more exogenous variables. Alongside that backdrop, the researchers develop and test a conceptual model that associates the three variables inclusive of a moderator variable to test for interaction effects. To do so, the authors employ

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psychological capital as the pivotal moderating variable on the relationship between self-driven personality and nurses' happiness at work. This advance first extends the happiness at work literature in that the authors maintain that a fusion of self-driven personality and psychological capital creates a multiplicative effect of self-driven personality - psychological capital that results into a far higher predictive power of nurses' happiness at work as compared to either of the main effect predicting it alone. Besides, the authors aver that grounding of both self-driven personality and psychological capital in the happiness at work literature provides theoretical arguments for their use in predicting worker – work experiences.

2. Literature review and development of hypotheses

2.1. Theoretical underpinnings

Seligman (2002) defines happiness as “consisting of pleasure, engagement, and meaning.” In this study, the authors utilize the Broaden and Build Theory (BBT) to examine the interactive effects of psychological capital on the relationship between self-driven personality and happiness at the workplace. The theory postulates that positive emotions help to develop broad repertoires of thought and action, which in turn build resilience to buffer against future emotional setbacks. This theory promotes positive emotions such as happiness, joy, and love, build their enduring physical, intellectual, social, and psychological resources, and thus lead to better well-being (Fredrickson, 2001). The theory BBT emphasizes that good moods help to induce the kinds of positive connections that eventually provide the basis for better life circumstances (Fredrickson, 2001). As such, Broaden and Build Theory provides a possible theoretical explanation for the mechanism that links positive affective states and employee well-being. In this study, the BBT suggests how positive emotions broaden awareness and help build psychological (personal) resources that produce happiness at the workplace (Fredrickson, 2001). The BBT explains the

positive causes of happiness at the workplace. For example, employees tend to be happy at work if in the past, they have gone through difficulties or if they have had too demanding targets to achieve and; have eventually achieved them. The theory further suggests that if one has hope of achieving his or her intended goals and is confident that he or she can achieve organizational objectives, then such an employee is likely to be happy. It thus follows that BBT explains the practice in happiness at the workplace.

2.2 Self-Driven Personality, Psychological Capital and Happiness at Work

Self-driven personality and happiness at the workplace

As many employees spend a significant portion of their daily lives contributing to their organizations, workplaces have become an important source of employee's happiness (Norman et al., 2010). The presence of self-driven personality traits predisposes employees to appraise their life and respond to their environments in a manner congruent with their stable dispositions (Norman et al., 2010; Choi & Lee, 2014). Self-driven personality traits are among the most consistent predictors of such subjective experiences as work happiness. For example, extraverts tend to maintain high levels of positive affect because they are not only sociable and affiliatable but also vulnerable to positive experiences (Choi & Lee, 2014). Similarly, agreeable people tend to get along well with their peers. In turn, such social activities and interaction with others increase work happiness (Lyubomirsky & Sheldon, 2012). Emotional stability helps experience work by enabling employees to perceive the world optimistically (Choi & Lee, 2014). Conscientious employees tend to pursue happiness with detailed plans and responsibility at work and in life (Choi & Lee, 2014). Finally, openness to experience can also foster subjective senses of happiness, as it helps employees engage in interesting activities (Norman, et al., 2010; Choi & Lee, 2014).

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Psychological capital (PsyCap) and happiness at the workplace

A review of the literature reveals that earlier research (Csikszentmihalyi, 2005; Joo & Lee, 2017, Kawalya et al., 2019) devoted careful attention to the precursors of PsyCap by attempting to uncover specific predictors of happiness at the workplace. For example, in a longitudinal study of talented teenagers, Csikszentmihalyi (2005) found that only those who learned to enjoy practicing their talent (i.e. mathematics, music, science, art, and athletics) were able to continue developing it through their high school years. Those who become bored or stressed of working on their talent, sooner or later gave up, while those who experienced flow in their work continued to perfect their talent (Csikszentmihalyi, 2005; Malik, 2013, Kawalya et al., 2019). PsyCap is the assemblage and simultaneous presence of four components of positive psychological resources (hope, self-efficacy, resilience and optimism). While each can stand on its own merits, it is when they are all present and linked together that they can provide insight into an individual work-related happiness. Indeed, PsyCap has been established and empirically proven to help in explaining happiness at the workplace (Bandura, 1977; Luthans & Avolio, 2009). Research shows that PsyCap components of self-efficacy, optimism, hope and resilience have positive relationships with happiness at the workplace. For example, self-efficacy has been found to have a positive impact on happiness at the workplace (Luthans & Avolio, 2009). Furthermore, employees' optimism is related to sustainable happiness at the workplace (Kahn, 1992). Hope and resilience too, have been found to be associated with employees' happiness at the workplace (Malik, 2013) and their loyalty to the organizations they work with (Kahn, 1992).

The moderator role of psychological capital

Despite such theoretical and empirical evidence for the association between PsyCap and happiness, the potential bearings of PsyCap have not been appropriately accounted for in prior research on

the interactive effects of PsyCap. On the happiness variables. In fact, no studies have examined the interactive effects of self-driven personality and work happiness. One study reported that some individual components of self-driven personality are related to work happiness but without controlling for PsyCap (Youssef & Luthans, 2007, Kawalya et al, 2019). Two previous studies reported that PsyCap is related to employee happiness (Avey, Luthans & Jensen; Kawalya et al, 2019); however, neither one controlled for any of PsyCap. Thus, it seems timely and necessary to examine the unique effect of self-drive personality on happiness at work while controlling for PsyCap.

We propose that even after controlling for PsyCap, self-driven personality, can increase employees' work happiness. PsyCap helps them perceive and interpret their work and life experiences positively, obtain positive achievements, and overcome difficulties and setbacks in their jobs and lives. In this study, an attempt is made to support previous scholars' findings as discussed above and we thus hypothesize that:

H1: *Self-driven personality is positively associated with happiness at the workplace*

H2: *PsyCap is positively associated with happiness at the workplace*

H3: *PsyCap moderates the association between self-driven personality and happiness at the workplace*

3. Methodology

In this section, the authors provide the research design, sample size and sampling procedure. They also discuss the control of common methods bias (CMB) and data collection instrument, measurement of variables, validity and reliability, demographic and descriptive characteristics, correlations between variables and structural equation modelling.

Research design

The study adopted a cross-sectional descriptive and analytical design examining organizational

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self-driven personality, psychological capital and happiness at the workplace among nurses in the health sector in Uganda. The authors undertook a survey of a large scale and comprehensive survey of nurses covering a random sample of nurses in Uganda’s hospitals. This study picked particular interest in nurses because given their nature of work (treating patients), they are more likely to suffer from challenges of unhappiness at the workplace. The list contained a sample of 900 nurses of whom 800 returned usable questionnaires. The details of the demographic characteristics of the respondents can be seen in Table 1.

Control of CMB

The authors applied procedural and statistical techniques to control for CMB and hence common

methods variance consistent with the works of Podsakoff, MacKenzie & Podsakoff (2012) and Podsakoff, Shen and Podsakoff (2006). By doing so, the authors reduced measurement errors (random and systematic errors) which normally threaten the validity and conclusions about the relationships between measures (Podsakoff, MacKenzie & Podsakoff, 2003). During questionnaire development, the authors incorporated negatively worded or reversed-coded items (Hinkin, 1998). These acted as cognitive “speed bumps” that reduced the respondents auto cognitive processing but rather engaged them to answer the items in a more controlled manner. The authors also used different scale anchors (Meade, Watson & Kroustalis, 2007; Podsakoff et al., 2003) like “Agree completely, without any doubt” to mean an anchor of “1” and “Agree most of the time” to mean an anchor of

		Frequency	Percent
Location in terms of Region	Central	494	61.8
	Northern	235	29.4
	Western	71	8.9
Gender	Male	188	23.5
	Female	612	76.5
Age group	20-30	68	8.5
	31-40	317	39.6
	41-50	270	33.8
	51 Above	145	18.1
Level of Education attained	Certificate	308	38.5
	Diploma	411	51.4
	Degree	75	9.4
	Masters	6	.8
Staff position in the hospital	Midwifery	117	14.6
	General Nurse	512	64.0
	Research Nurse	41	5.1
	Registered Midwifery	103	12.9
	Registered Midwifery/ Nurse	14	1.8
	Registered Midwifery/ General Nurse	13	1.6
Length of service in the profession	3yrs	218	27.3
	5-10yrs	418	52.3
	11-15yrs	93	11.6
	16-21yrs	38	4.8
	Over 22yrs	33	4.1
Type of care nurse is providing	Inpatient Care	274	34.3
	Outpatient Care	132	16.5
	Both	394	49.3

Table 1: Demographic Characteristics

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“6” for some variables; while for other variables the authors used “Always Without fail (100%)” to mean an anchor of “1” and “Never to Less than a quarter of the time (0%-Less 24%)” to mean an anchor of “6”.

As for statistical remedy, exploratory factor analysis (Podsakoff & Organ, 1986) yielded many factors from each of the variables of study without any single factor emerging to account for more than half the variance in the variable; implying no substantial amount of common method variance was present in our study. A review of Haman’s single factor test established minimal method bias for it extracted 9 factors (eigen-values greater than 1; total variance 56.916) where the first factor (11.095 percent) did not explain majority of the variance implying this study did not suffer problems of CMB allaying the fears of Podsakoff et al. (2003).

Data collection instrument, measurement of variables, validity and reliability

The authors used a questionnaire during the data collection exercise. It was a close-ended questionnaire anchored on a six-point Likert scale. The researchers

until the task is finished”. The variable psychological capital was measured in terms of self-efficacy, hope, resilience and optimism based on the works of Luthans, Youssef and Avolio (2007). It had items such as “Thanks to my resourcefulness, I know how to handle unforeseen situations.” The third variable happiness was operationalized following the works of Seligman (2002) in terms of meaningfulness, life satisfaction, positive emotion and personal engagement. It had items such as “I have found a meaningful career.” The authors derived all measurement items from previously published studies, adapted and tested them for validity and reliability. Chrobach’s α coefficients for all variables were above 0.7 (Table 3) in line with Nunnally (1978), Dooley (2004) and Neuman (2006).

Descriptive statistics

The summary descriptive statistics for self-driven personality, psychological capital and happiness at the workplace are presented in Table 2. In comparison to the mean, the standard deviations range from 0.657 to 0.854. These small standard deviations relative to the mean values show that the data points are close to the means – an indication that the mean

	N	Min	Max	Mean	SD	Skewness Statistic	SE	Kurtosis Statistic	SE
SelfDPers	800	1.00	6.00	1.802	.657	1.345	.086	3.801	.173
PsyCap	800	1.00	6.00	2.186	.854	1.017	.086	1.817	.173
Happiness	800	1.00	6.00	1.662	.700	2.205	.086	3.194	.173

Table 2: Descriptive statistics

used a short six-point Likert scale questionnaire to make it easy for respondents to comprehend and take less time to complete the filling in (Podsakoff et al., 2012). According to Podsakoff et al. (2012), higher scales have been found to be lengthy and time consuming for respondents to comprehend. The authors operationalized self-driven personality in terms of extroversion, agreeableness, openness and conscientiousness (Csikszentmihalyi, 2001; Costa & MaCrae, 1980). Sample items included “She/he perseveres

signifies the data observed (Field, 2009). Indeed the values of skewness and kurtosis are far from zero; their levels do not exceed 3 and 5 respectively implying that a fair level of normal distribution of data is realized (Kline, 2011).

Correlation analysis

Zero-order correlation was used to establish whether or not associations exist between the study variables as hypothesized from the literature review (Field, 2009). In Table 3, the authors present the Pearson

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product-moment correlation matrix among the self-driven personality, psychological capital and happiness at the workplace. The results indicate that there is a positive significant association between self-driven personality and happiness at work ($r=0.398$, $p<0.01$). There is also a significant positive association in the psychological capital – happiness

among the multiple items attempting to measure the same construct. The researcher established convergent validity by examining fit indices based on the Bentler-Bonett normed fit index (NFI). According to Hair Anderson, Tatham, and Black (2006) and Mark and Sockel (2001), a measurement model with an NFI value above 0.90 reveals strong convergent validity.

	1	2	3
SelfDPers (1)	.776		
PsyCap (2)	.498**	.849	
Happiness(3)	.398**	.406**	.836

Table 3: Correlation analysis and Reliability results
 ** Correlation is significant at the 0.01 level (2-tailed).
 The diagonals represent the reliabilities

at work relationship ($r=0.406$, $p<0.01$). Other than being preliminary indicators of how the data is behaving, the correlation results in Table 4 suggest that the first two hypotheses (H_1 and H_2) developed in literature review have been supported.

Structural equation modelling

Following a two-step approach as guided by Ander-

son and Gerbing (1988); first the authors first conducted a confirmatory factor analysis (CFA) using AMOS (version 18.0) and came up with different measurement models for each if the variables and one for the combined variables. The combined model can be seen in Figure 1. The aim of the CFA was to confirm the dimensions for each variable and to test the fit of theoretically grounded models. The CFA results reveal acceptable model fit for the individual variables and for the combined measurement model for this study (Table 4). Convergent validity indicates item homogeneity within the same construct. According to Kim (2009), convergent validity is the agreement

	X ²	df	p	GFI	AGFI	NFI	TLI	CFI	RMSEA	AVE
SelfDPers	6.673	5	.246	.997	.990	.993	.996	.998	.020	.501
PsyCap	10.349	5	.066	.995	.984	.993	.993	.997	.037	.534
Happiness	18.717	5	.002	.990	.970	.988	.982	.991	.059	.571
Combined	101.640	62	.001	.981	.973	.974	.987	.990	.028	.509

Table 4: Validity: Convergent and divergent validity

Second, the authors run several nested SEMs to establish predictive power of each model; establish the relationships between the variables so as to test the hypotheses developed from literature review (Jöreskog & Sörbom, 2005). In the first model, the authors put self-driven personality alone to predict happiness at the workplace; in the second model they added psychological capital to self-driven personality to predict happiness at the workplace. In the third model shown in Figure 2 the authors added the interactive term (self-driven personality × psychological capital) to self-driven personality and psychological capital to predict happiness at the workplace. The three models revealed acceptable model fit as

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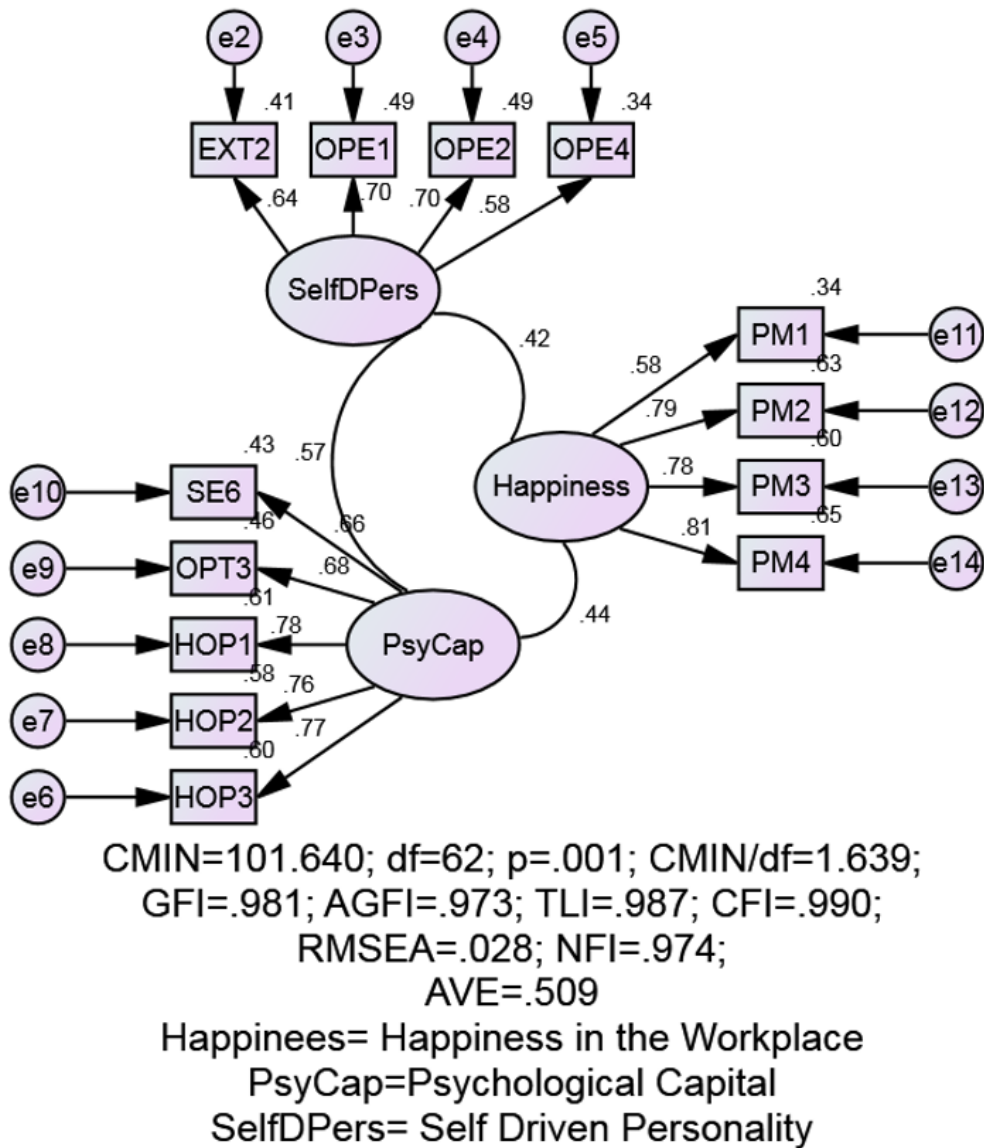
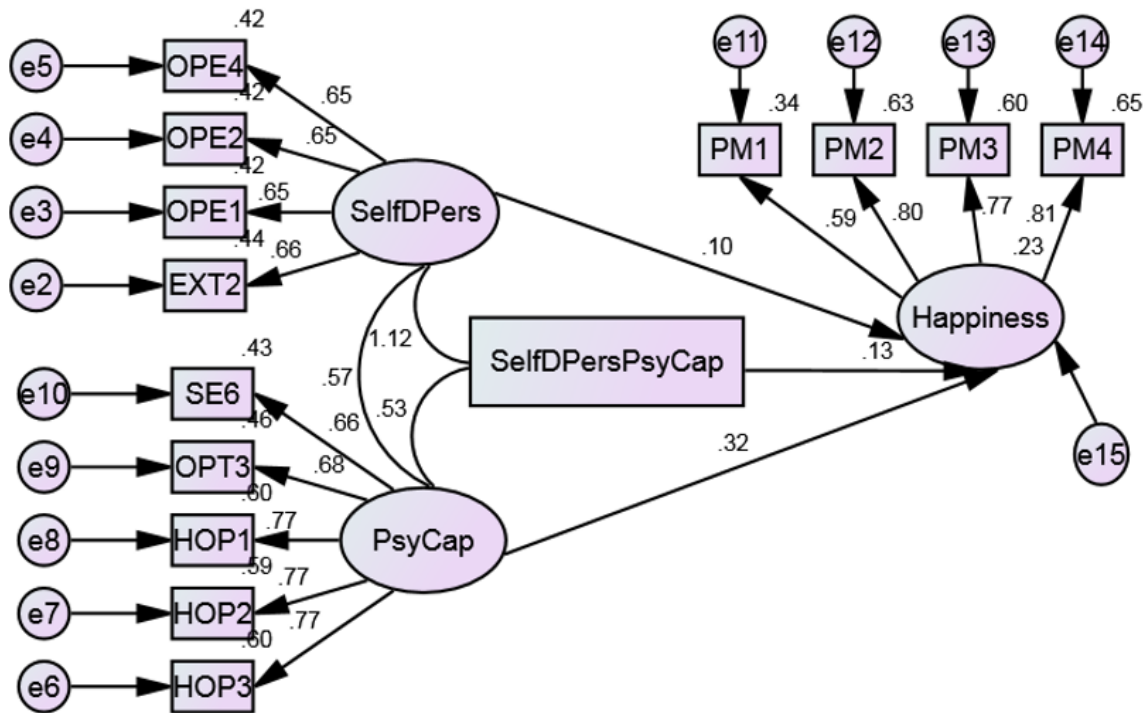


Figure 1: CFA for SelfDpers, PsyCap & Happiness

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CMIN=144.646; df=72; p=.000; CMIN/df=2.009;
 GFI=.975; AGFI=.964; TLI=.985; CFI=.988;
 RMSEA=.036; NFI=.977;
 SMC for Happiness= .234
 Happiness= Happiness in the Workplace
 PsyCap=Psychological Capital
 SelfDPers= Self Driven Personality

Figure 2: SEM for SelfDpers, PsyCap, Interaction Term & Happiness

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	X ²	df	p	GFI	AGFI	NFI	TLI	CFI	RMSEA	SMC for Happiness
Model 1	32.263	19	.025	.990	.981	.984	.990	.993	.030	0.174
Model 2	101.640	62	.001	.981	.973	.974	.987	.990	.028	0.228
Model 3	144.646	72	.000	.975	.964	.977	.985	.988	.036	0.234

Table 5: Fit indices for the competing models to test the interaction effect psychological capital on the self-driven personality – happiness at work relationship

shown by the results of the fit indices in Table 5.

effect of self-driven personality on happiness at work ($\beta=.095$, $CR>1.96$) as positive and significant. This means that self-driven personality explains 9.5 percent of the variance in happiness at work. A change of 1SD in self-driven personality leads to a change of .095SDs in happiness at work. This means H_1 is supported.

Based on the results in table 5 above the authors established that model 3 had better fit of the data com-

On the other hand, in H_2 , the researchers sought to test the influence of psychological capital on happi-

			Estimate	S.E.	C.R.	P	Label	Standardized Coefficients
Happiness	<---	SelfDPers*PsyCap	.111	.050	2.210	.027	par_11	.129
Happiness	<---	SelfDPers	.085	.032	2.665	.008	par_12	.095
Happiness	<---	PsyCap	.203	.032	6.391	***	par_13	.319

Table 6: Paths coefficients for the interaction effect of psychological capital on the self-driven personality – happiness at work association

pared to the other models, for it accounted for the highest variance in happiness at work, i.e. squared multiple correlations (SMC) of 0.234; meaning the model explained 23.4 percent of the variance in happiness at work.

The authors proceeded to extract a paths coefficients table from model 3 (see Table 6) whose results were used to test the hypotheses developed from literature.

4. Results

In H_1 , the researchers tested the influence of self-driven personality on happiness at the workplace. First of all correlation analysis results in Table 4 indicate that the two are positively and significantly associated ($r=.398$, $p .01$). This implies that positive variations that occur in self-driven personality are associated with positive variations in happiness at work. Results from Table 6 show that the standardized total

ness at the workplace. Results from correlation analysis in Table 3 show that psychological capital and happiness at work are positively and significantly associated ($r =.406$, $p<.01$). This means that positive alterations that occur in psychological capital are related with positive alterations in happiness at work. Results from Table 6 show that the standardized total effect of psychological capital on happiness at work ($\beta=.319$, $CR>1.96$) as positive and significant. This means that psychological capital explains 31.9 percent of the variance in happiness at work. A change of 1SD in psychological capital leads to a change of .319SDs in happiness at work. This means H_2 is supported.

In H_3 the authors sought to establish the moderation effect of psychological capital on the self-driven personality - happiness at work association. The model (Figure 2) revealed that psychological capital moderates the relationship between self-driven personality and happiness at work. Results of the interactive term ($\beta=.129$, $CR>1.96$) in Table 6 uphold this finding.

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The inclusion of interactive term (self-driven personality \times psychological capital) in the third model increased the predictive potential of self-driven personality and psychological capital on happiness at work from 22.8 percent in the second model to 23.4 percent (Table 5). The results demonstrate that the interactive-term boosts the main effects (self-driven personality and psychological capital) to explain the variance in happiness at work. Given the interaction term is significant (Table 6), the authors hence maintain that H_3 is supported. Consistent with Friedrich (1982), the SEM model used to test the hypothesis is multiplicative - meaning that the contribution of self-driven personality is dependent on the contribution of psychological capital in building happiness at the workplace.

5. Discussion

The study found self-driven personality a positive and significant predictor of happiness at the workplace among professional nurses in public hospitals in Uganda - a developing country setting. This implies that when nurses in public hospitals in developing countries such as Uganda, feel comfortable around colleagues; there is likelihood that they will think that their purpose or mission for my life is achieved. In this study self-driven personality is reflected in form of individuals having full ideas to present and this leads to nurses' feeling that the work they do on the job is very important to them - a clear sign of happiness at work. The study demonstrates that for nurses in public hospitals to find meaningfulness in their career as health workers; there is necessity for them to be able to find new ways of working, adapt quickly to change and have preference for combination to routine. The authors affirm that using simple words at work not only leads to nurses in public hospitals to understand how their work contributes to their life's meaning, but also find meaningfulness in their career. This study extends the Broaden and Build Theory by tapping into employees' positive emotions that widen awareness and help build psychological (personal) resources that in turn produce happiness

at the workplace for nurses in public hospitals. Indeed this study is in line with the works of Seligman (2002) who asserts that happiness - a combination of pleasure, engagement, and meaning; is built on the foundation of self-driven personality tenets such as comfortability around colleagues and quick adaptation to change.

Similarly, the results for the second hypothesis show that there is a significant positive relationship between psychological capital and happiness at the workplace. This implies that hopeful employees and in this study's respect professional nurses; are likely to exhibit tendencies of happiness at the workplace. The study demonstrates that when professional nurses in public hospitals see themselves as being pretty successful at work, then a feeling of meaningfulness in their carrier is enhanced. Having hope as reflected in form of thinking of many ways to reach one's current work goals not only makes nurses in public health facilities in developing countries understand how their work contributes to their life's meaning, but also affirm the fulfillment of their purpose and mission in life. The study further avers that when professional nurses in public hospitals meet their work goals that they have set for themselves, the end results is usually happiness exhibited in form of feelings of meaningfulness in career achievement of life's purpose and mission. The findings are consistent with Seligman (2011), Luthans and Lansons (2006) and Windle (2011) who noted that hopeful employees are usually happy at their workplace.

Given the multiplicative term in the SEM was significant, it implied support for hypothesis three which states that psychological capital moderates the association between self-driven personality and happiness at the workplace. These results indicate that self-driven personality and psychological capital pose a magnitude effect on happiness at the workplace hence the assumption of non-additivity is met (Jose, 2008; Bennet, 2000; Aiken & West, 1991; Friedrich, 1982). The study denotes that both psychological capital and self-driven personality must

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co-exist to influence happiness for professional nurses in Ugandan public sector. The allusion here is that happiness at work increases as psychological capital and self-driven personality levels are increased, suggesting a multiplicative effect of psychological capital and self-driven personality is significant among professional nurses in Ugandan public sector. The findings demonstrate that combining the two elements will boost further the happiness at work and register higher levels of happiness at work than what one of the variables would have single-handedly registered. The findings of this study hence provide for the interplay of psychological capital and self-driven personality as being substantial in influencing happiness at work of professional nurses in public hospitals in Uganda. The findings extend the practice in the Broaden and Build Theory by suggesting that having hope of achieving their intended goals [in this case treating patients to getting cured] and being confident that this can be achieved will enhance the professional nurses self-driven personality's drive towards happiness at the workplace.

6. Conclusion

The current study demonstrated self-driven personality and psychological capital as significant positive predictors of happiness at the workplace for professional nurses in public hospitals. The central thesis of this study was to identify the interactive effects psychological capital the self-driven personality - happiness at the workplace association. The significant multiplicative effects of psychological capital and self-driven personality on happiness at work confirm a conditional relationship, implying a moderator effect exists of psychological capital on the self-driven personality – happiness at work relationship among professional nurses in public hospitals. Besides, the interaction term is non-additive and its inclusion in the model gave rise to monotonic interactions (Bennet, 2000; Friedrich, 1982; Aiken & West, 1991). Since the interaction term between self-driven personality and psychological capital in is multiplicative; then there is more to consider than simply the main

effects of each of the independent variables.

Theoretical and practical implications

The study espoused the tenets of the BBT (Fredrickson, 2001) to explain happiness at the workplace. In this study, self-driven personality is found to fuse with psychological capital to influence happiness at the workplace. The study hence extends the BBT theory by demonstrating that nurses' positive emotions of self-driven personality and psychological capital help to develop broad repertoires of thought and action, which in turn build happiness – a resilience for nurses that helps them buffer against emotional setbacks experienced at the workplace. The positive emotions such as happiness, joy, and love, as espoused in the BBT have helped build the nurses' enduring physical, intellectual, social, and psychological resources, which had led them to happiness – a form of better well-being as argued by Fredrickson (2001). The outcomes of the study have provided a more robust understanding of happiness at work and what explains it. This study is beneficial to human resource managers of public hospitals who deal with health employees. They should redesign the recruitment system and policies that can boost psychological capital and self-driven personality in order to promote happiness at the workplace among professional nurses in Uganda. Having professional nurses who possesses a combination of self-driven personality and psychological capital helps them cope with poor public hospital environment that makes them happy at work, hence attend to their patients well. It could be coherent that psychological capital strengths can be used as a tool by professional nurses to sustain their positive emotions that in turn create happiness at the work place which enables nurses to perform their duties well. Thus, it is beneficial for public hospital managers and policy makers to have happier professional nurses.

Limitations and suggestions for further research

Like any other study, this study also has limitations which are discussed alongside suggestions for future

The Interaction Effect of Psychological Capital on the relationship between Self-Driven Personality and Happiness at Work cont.

studies. First, the research only considered professional nurses in the public health sector in Uganda and did not consider other categories of medical workers, like medical doctors, clinical officers, administrators, support staffs, and even professional nurses in private medical practice. These could be used as samples in future studies. This research only focuses on two factors that predict happiness at the workplace that is psychological capital and self-driven personality. Future scholars could explore other antecedents of happiness at work. Since the self-driven personality and psychological capital were found to be significant predictors of happiness at work, future scholars could explore the building blocks of both self-driven personality and psychological capital. In addition, this study espoused a cross-sectional survey; therefore a longitudinal study could be taken in future research for the same variables. Besides, the current study was purely quantitative; therefore, a qualitative survey or a mixed methods design may be applied in future.

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The Interaction Effect of Psychological Capital on the relationship between Self-Driven Personality and Happiness at Work cont.

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Psychology and Migration

Alfonso Urzúa¹, Isabel Cuadrado², Ivelisse Torres³, Clemencia Ramírez⁴, María José Baeza⁵

Abstract

The symposium will present findings of several studies conducted in different countries of South America, the United States, and Spain. These studies focused on variables that influence psychological well-being and mental health on the migrant population. A discussion about the commonalities of these psychological factors in the various countries and the need to implement programs to address these factors will be provided.

Press paragraph:

Even though migrations constitute a worldwide phenomenon (more than 450 million migrants are expected in the world by 2050), studies addressing the psychological factors linked to the migration process have not been fully explored. In this symposium, researchers from Chile, Puerto Rico, Colombia and Spain will present their research, which has in common the exploration of how psychological factors are related to the well-being and mental health of people who migrate, regardless of where they are located.

General summary:

International migrations have become an emerging topic of studies. Regardless of their origin, the number of international migrants worldwide is the largest known so far. The migratory process implies dynamic changes both in the person who immigrates and in the place that receives it, since individuals who migrates must adapt to the country that receives it. At the individual level, these changes directly

affect both your physical and mental health and your well-being levels, mainly psychological. Various elements related to the migratory process that can impact well-being have been reported, among them ethnicity, gender, educational levels, the stage in the life cycle, the state of perceived health, racism, psychological distress, social support, ethnic identity and discrimination.

The symposium presents studies conducted in South America, the United States and Spain, emphasizing the effect that, independent of the place and host country, psychological variables such as identity, ac-



culturation or discrimination have similar effect on well-being and mental health of the individuals who migrate. The discussion of the symposium is aimed at demonstrating the presence of common factors in the various investigations, which, independent of culture, constitute a possibility of intervening for the well-being of people who migrate.

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1) Ethnic identity as a mediator of the relationship between discrimination and psychological well-being in the migrant population

Alfonso Urzúa, Alejandra Caqueo-Urizar

The objective of this study was to analyze the effect of ethnic identity on the relationship between the experience of racial and ethnic discrimination and psychological well-being in Colombian immigrants living in Chile. 962 immigrants over 18 years of age from three cities in Chile participated. Of these, 50.7% were women. The average age was 35 years ($SD = 10.23$). Participants were evaluated with the Ryff Psychological Well-being scales, the adapted version of the Phinney Multigroup Ethnic Identity and the Krieger discrimination experiences. After the analysis of the measurement models, a mediation model was analyzed using structural equations. The results provide evidence that ethnic and racial discrimination have negative effects on psychological well-being, the effect of racial discrimination being greater. Likewise, ethnic identity has positive effects on psychological well-being, and partially and completely means the effects of ethnic and racial discrimination on psychological well-being. It is concluded that presumably the entire effect of discrimination on psychological well-being, mediated by ethnic identity, is really exercised only by racial discrimination, and not by ethnic discrimination.

2) Influence of the acculturation strategies on the evaluations of Moroccan immigrants

Isabel Cuadrado, María Jesús Cabezón, Jorge Ordóñez-Carrasco & María Sánchez-Castelló

At the present time, Moroccans make up the most numerous groups of immigrants in Spain, and the lowest rated immigrants in this country. This research aims to explore whether host population's evaluations of Moroccan immigrants are affected by the acculturation strategies adopted

by migrants. Specifically, we examine the influence of host culture adoption and original culture conservation on stereotypes, emotions, behavioral tendencies (according to the BIAS Map model; Cuddy, Fiske, & Glick, 2007; 2008), and outgroup perceived threat (Stephan & Stephan, 2000). Acculturation strategies were manipulated in a 2 (Moroccan customs' maintenance: high vs. low) x 2 (Spanish customs' adoption: high vs. low) between-subjects design. Participants ($N = 120$; 55.8% women), randomly assigned to one of the four experimental conditions, read the results of a fictitious study in which Moroccan immigrants described their acculturation options. ANOVAs show that participants valued more negatively to Moroccan immigrants on sociability, $F(1, 119) = 5.35, p = .02, \eta_p^2 = .04$, they felt less admiration toward them, $F(1, 119) = 4.95, p = .02, \eta_p^2 = .04$, and they tended to help them less in the "low adoption*high maintenance" condition than in the other conditions. In addition, when the Spanish customs' adoption was low (compared to high), participant perceived more threatening to Moroccans immigrants, both in symbolic, $F(1, 119) = 7.02, p < .001, \eta_p^2 = .05$, and realistic dimensions, $F(1, 119) = 7.30, p < .001, \eta_p^2 = .05$. Taken together, these results suggest that when Moroccan immigrants do not adopt assimilationist strategies of acculturation in Spain (when the host population expects migrants to adopt the host culture without conserving their original culture) they are devalued. Therefore, interventions aimed to improve the relations between Spaniards and Moroccans must focus on the acculturation expectations of host society.

3) Crossing International Borders in Search of a Better Life: Examining the Psychological Impact of the Immigration Experience

Ivelisse Torres Fernández, Steve R. Pereira, Jen Aicart, & Gonzalo Salas

The focus of this presentation will be to discuss the cycle of migration and its psychological

impact on the lives of immigrants in the United States-Mexico border. An overview of current migration trends, a discussion on the cycle of immigration (Casas, 2014), and its psychological impact are presented. A qualitative phenomenological approach was utilized to analyze the stories of four immigrants, which resulted in a thematic analysis that discusses the cycle of immigration and its impact. The presentation will also incorporate data from other studies conducted with immigrant children who experience violence in Mexico. The presentation concludes with a discussion of implications, limitations, and future research.

4) The impact of regular and irregular migration on the mental health of children and adolescents.

Clemencia Ramírez Herrera

The objective of this presentation is to compare the impact that regular and irregular migration conditions have on the mental health of children and adolescents.



The condition of regularity implies that migrant families have a migratory project, which has effects on the identity, adaptation and acculturation processes of migrants, so changes and effects on mental health are not as devastating as when migration occurs in irregular conditions.

In the latter case, the guarantee of the rights of migrants and access to services in the host countries are not enough due to the migration policies of the countries of destination. Although it is true, migration has consequences for all people, girls, boys and adolescents are particularly vulnerable and in irregular conditions they are even more exposed to different risks as is the condition of unaccompanied minors (particularly cases in Centro America and in South America) as well as with the mixed migratory flows of Venezuelan citizens. Another particular risk condition is gender violence and trafficking in persons, mainly in border areas due to pendular migration, as it has been presented massively in the Colombian-Venezuelan border; Cases like these can be referenced in different parts of the world. In this sense, it is important to bear in mind that only between 10 and 15% of people who have been in situations of vulnerability caused by migration present mental health problems, while the remaining percentage present psychosocial needs. This differentiation is relevant insofar as it merits specialized services (IOM, 2019). Therefore, attention to the migrant population varies according to their needs. This implies that different states define an institutional offer and a public policy that reflects the commitment to the rights of migrants.

Reference

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5) Acculturation and mental health: the role of mediators and moderators

María José Baeza Rivera

Immigration processes are increasingly frequent worldwide and Chile is not exempt from it. This process involves certain difficulties for those who emigrate, they must first adapt to a new culture,

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move away from their family and support networks and in some cases, they must learn a new language. The process of adapting to a new culture is called acculturation and is influenced by various factors that can help make this process more or less bearable and influence the level of mental health of immigrants. So, this relationship is not so simple, since there are several factors that can mediate, for example acculturative stress and emotions associated with discrimination. In addition, there are certain factors that

act as moderators, for example social support, dispositional optimism and socioeconomic status. This work aims to examine the structure of relations between acculturation and its results in mental health, considering moderating and mediating factors in the immigrant population settled in the Araucanía region, thus contributing to the understanding of the processes of population change, adaptation and health to the migratory processes.



A Multi-Approach Investigation of Associations between Passion and Psychological Need Fulfillment: Educational Implications

István Tóth-Király¹, Alexandre J.S. Morin², Adrien Rigó³, Gábor Orosz⁴

Background: The Dualistic Model of Passion (DMP; Vallerand, 2015) distinguished an adaptive and a maladaptive form of activity involvement, harmonious (HP), and obsessive passion (OP), respectively. Despite some initial studies, however, less emphasis has been put on understanding how basic psychological need fulfillment, a key component of optimal functioning as proposed by self-determination theory (SDT; Ryan & Deci, 2017), in life in general and in a relevant life domain such as education, could be related to passion.



Methods: Study 1 (including 4 distinct samples, N = 1065) used a cross-sectional design and a variable-centered approach to investigate the

associations between need satisfaction/frustration in life in general and passion. Study 2 (N = 1094) used a cross-sectional design and a person-centered approach to identify need fulfillment profiles (based on need fulfillment in life in general) and to examine their relations with passion. Study 3 (N = 205) was a short longitudinal study that examined passion trajectories during a 4-month period, as well as the effect of need fulfillment in education as an important life context relevant to the participants.

Findings: Study 1 demonstrated that need satisfaction in life in general was negatively related to OP, but not HP. In contrast, need frustration was positively related to OP, but not HP. Study 2 showed that having distinct general need fulfillment profile configurations matter with respect to OP, but not HP. Study 3 demonstrated that passion was high and stable during a 4-month period, and that need fulfillment in education predicted HP, but not OP.

Discussion: The associations between passion and need fulfillment appear to be complex as a function of the level of generality on which need fulfillment is measured (Vallerand, 1997). Need fulfillment in life in general might be associated with OP (indicative of a compensatory response to the lack of general need

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A Multi-Approach Investigation of Associations between Passion and Psychological Need Fulfillment cont.

fulfillment), but not HP, whereas need fulfillment in a specific and relevant life domain might be associated with HP (indicative of a positive background experience in a relevant life domain allowing for harmonious experiences in other domains), but not OP.



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Bio: István Tóth-Király received his Ph.D. in psychology at Eötvös Loránd University (Hungary) and is now a postdoctoral research fellow in the Substantive-Methodological Synergy Research Laboratory (Department of Psychology, Concordia University). Substantively, he is interested in exploring the nature and key drivers of optimal and suboptimal engagement across various life contexts. Methodologically, he is interested in the application of advanced variable- and person-centered methods within the framework of structural equation modeling.

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Understanding and Modifying Multiple Behaviors

Claudio Nigg, PhD, Zofia Szczuka, Dominika Kwaśnicka, Jeffrey Katula, Kimlin Ashing

Symposium Abstract

Chronic diseases are the leading causes of morbidity and mortality in industrialized societies. Health behaviors have been shown to prevent the onset and development of chronic diseases. However less is known about why and how multiple health behaviors are modified. Therefore, this symposium looks at several different intervention approaches addressing changing multiple health behaviors. Dr. Szczuka will present on parental perceptions of health promotion programs having influence on children's BMI outcomes. Dr. Kwasnicka will present the design of a digital intervention based on behaviour change maintenance themes: motives, self-regulation, habits, personal resources, and contextual influences. Dr. Katula will present a community-based, community health worker led lifestyle weight loss program and the influence of self efficacy on outcomes. Dr. Ashing will present on the influence of the neighborhood social contexts on common cancer prevention practice including smoking cessation, healthy lifestyle and cancer screenings. Dr. Nigg will summarize and provide a discussion on integrating the themes of the symposium.

1. Abstract

Perceptions of school and community physical activity-promoting policies, physical activity and body weight in parent-child dyads

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Background: Insufficient physical activity (PA) is one of the key determinants of overweight/obesity in children. According to the socio-ecological models, factors operating at multiple levels may influence obesity/overweight-related behavior. In line with Davison and Birch's model, research explaining child overweight/obesity should apply dyadic determinants. The present study investigated predictors of child body mass, accounting for PA-related factors included in Davison and Birch's model. In particular, we investigated the direct effects of child and parental PA, sociodemographic and community characteristics as well as perceptions of school and community PA-promoting policies.

Methods: This study was a part of a larger prospective correlational project. At time 1 (T1), 879 dyads took part in the study. At time 2 (T2; 7–8-month follow-up), data from 603 parent-child dyads was

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collected. Parents' perceptions of school- or community-based PA promotion programs were measured by items based on Stok et al. (2016), physical activity of parents and children was measured with two items derived from physical activity questionnaire by Godin and Shephard (1985). Body weight and height of parents and children were measured with certified body weight floor scales and telescopic height measuring rods. Sociodemographic characteristics accounted for parental and child gender and age, parental education and parental reports of perceived economic situation. Path analyses were conducted with IBM AMOS 25.

Findings: Parental perceptions of PA promotion programs (T1) directly predicted a higher level of child MVPA (T2). In accordance with our main hypothesis, child MVPA (T2) mediated the relationship between parental perceptions of PA promotion programs (T1) and child BMI z scores (T2), the unstandardized indirect effect coefficient of $-.004$, 90% BCI [$-.009$, $-.001$].

Discussion: Parental reports of high PA promotion programs predicted higher levels of child MVPA that in turn explained lower body mass in children. Parental awareness of programs promoting PA in the local environment may be one of the key conditions of successful implementation conditions and vectors of the effectiveness of PA promotion programs. Programs designed to prevent child overweight/obesity may aim at enhancing parental awareness of PA promotion.

2. Abstract

A digital weight loss intervention (Choosing Health): Protocol for a randomised controlled trial.

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States; Eleanor Quested, Curtin University, Australia; Felix Naughton, University of East Anglia, United Kingdom

Background: Digital lifestyle interventions can initiate and support long-term change in physical activity and dietary behaviours to contribute to long-term health outcomes. This research is underpinned by five theoretical behaviour change maintenance themes: motives, self-regulation, habits, personal resources, and contextual influences. This presentation will describe the protocol to evaluate the effectiveness and cost-effectiveness of the *Choosing Health* digital intervention in overweight and obese adults.

Methods: The proposed study is a two-group randomised controlled trial (RCT) with participants randomly assigned to a digital intervention or a no intervention control group. An additional within-person A/B evaluation is embedded for the intervention group. Overweight and obese adults recruited from the community (projected N=292) will be eligible to participate. Between-person measures will be taken at baseline, and 3-, 6- and 12-month post-baseline. The primary outcome is mean difference in weight loss between the intervention and control groups at 6-months. Motivation, habits, resources, and contextual factors toward physical activity and healthy eating will be assessed via Ecological Momentary Assessment (EMA) using mobile phone surveys at baseline for three months and at 6 months post-enrolment for 21 days. At three months post-enrolment, based on the strongest within-person predictors of outcomes from baseline EMA assessments, participants will receive tailored evidence-based advice on physical activity and diet behavior change via email and text messages. Between-person data will be analysed with multiple regression with intention-to-treat and complete-case analyses reported and within person data using time-series analysis for single cases and multilevel modelling for aggregated analysis.

Findings: We expect intervention group participants will lose significantly more weight than control group

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participants from baseline to 6 months. Patterns of variables contributing to the prediction and amount of variability accounted for, will differ between and within participants for different outcomes.

Discussion: This is the first trial to assess the effects of a tailored digital intervention based on the determinants of participants' physical activity and diet with tailoring based on the predictors with the largest effects from EMA analysis. The Choosing Health trial will offer insight into the content of digital interventions associated with success in sustained weight loss, physical activity, and diet.

3. Abstract



Self-efficacy and weight loss in patients with Type 2 Diabetes: The Lifestyle Intervention for the Treatment of Diabetes (LIFT-D) Study.

Authors/Details: Jeffrey Katula, Wake Forest University, USA, Margaret Savoca, Wake Forest School of Medicine, USA, Julian Kirk, Wake Forest School of Medicine, USA, William Brown, Wake Forest School of Medicine, USA, Alain Bertoni, Wake Forest School of Medicine

Background: The purpose of the present study was to examine the relationships among changes in self-efficacy and weight loss in patients with Type 2 diabetes. The LIFT-D study was designed to test the impact of a community-based, Community Health Worker (CHW) led lifestyle weight loss intervention

(LWL) as compared to an enhanced, clinic-based diabetes self-management intervention (DSM) on risk for cardiovascular disease in a sample of underserved patients with Type 2 diabetes.

Methods: LIFT-D randomized 260 overweight or obese adults with Type 2 diabetes to either the LWL or DSM conditions. The LWL was delivered by CHWs in community-based locations to increase translatability. It was designed to induce ~10% weight loss through alterations in energy balance (increase caloric expenditure and reduced caloric intake). LWL participants met weekly in groups of 8-12 for 6 months and monthly for 6 months to discuss behavioral weight loss topics and self-regulation, submit self-monitoring logs, and receive support. The DSM was an enhanced diabetes self-management program that met in groups of 8-12 monthly for 12-months. This condition was led by a certified health educator/diabetes educator and held in the clinic. The focus of this condition was glucose management and was based on the AADE 7 self-care behaviors for managing diabetes effectively. Participants completed several measures of several efficacy covering multiple behavioral domains: exercise, diet, diabetes self-management, and weight loss. We assessed self-efficacy and body weight at baseline and at 12-months of follow up.

Findings: LWL participants lost significantly more weight at 12-months (-3.2%) than the DSM (-1.1; $p < .05$). A regression model that included age, biological sex, and race as well as changes in each self-efficacy measure significantly explained 20% of variance in weight loss ($R^2_{adj} = 0.2$; $p < .05$). Furthermore, changes in exercise self-efficacy ($B_{standardized} = -0.26$), diabetes self-management self-efficacy ($B_{standardized} = -0.18$) and weight loss self-efficacy ($B_{standardized} = -0.17$) were all significant predictors of weight loss (all p 's < 0.05).

Discussion: A community-based, CHW led lifestyle weight loss program is more effective at reducing body weight as compared to an enhanced clinic-based diabetes self-management program. Additionally, self-efficacy related to multiple behaviors

Understanding and Modifying Multiple Behaviors cont.

was associated with weight loss.

4. Abstract

A multilevel analysis of the socioecological context on cancer prevention behaviors among Black Subgroups in the United States.

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Background: Racial/ethnic disparities exist in cancer prevention behaviors in the United States (U.S.). Additionally, little is known about variations in cancer preventive behaviors among Black subgroups. The socioecological contexts including neighborhood environment have been found to influence health-related behaviors. Still, the effects of socioecological including neighborhood contexts on cancer screening behaviors among Black subgroups are understudied. The purpose of the study is to examine the influence of socioecological contexts on cancer prevention behaviors among African-Americans in the U.S.

Methods: Data will come from the 539 AA, 219 Caribbean-immigrants and 147 African immigrants in

the CAP3 study and the U.S. Census Bureau American Community Survey. The sample will consist of Black subgroups surveyed in Philadelphia County, PA.

Findings: Multilevel logistic regression analyses will be used to determine the influence of the neighborhood social contexts on common cancer prevention practice including smoking cessation, healthy lifestyle and cancer screenings. The socioecological contexts will be assessed by measures of State-level measure of health-care insurance e.g., Affordable Care Act coverage; neighborhood demographics e.g., income, housing, employment, segregation, population density and social cohesion, disorder, and safety. Intragroup differences will be examined using moderation. All analyses will be adjusted using systemic, neighborhood- and individual-level characteristics.

Discussion: Findings may help with cancer prevention efforts by identifying neighborhood factors that influence cancer screening behaviors among Black subgroups. These neighborhood factors may be used as population precision intervention targets to address specific social determinants e.g., structural and system-level barriers to life-saving cancer preventive behaviors among our diverse U.S. Black population.

Motivation and Well-being in Academic Employment Contexts: Implications for Faculty, Staff, and Students

Robert H. Stupnisky¹, Nathan C. Hall², Leah P. Hollis³, Nikolaus T. Butz⁴

Abstract

This symposium provides a comprehensive overview of recent research on the interplay between psychological variables (e.g., motivation, self-regulation, well-being) and occupational factors (e.g., job security, bullying, employability) among academic staff and students. The first presentation by Dr. Stupnisky will outline a 10-year program of research on how motivational variables predict emotions and productivity in tenure-track North American faculty in teaching and research contexts. The second presentation by Dr. Hall will outline a 5-year program of research on how motivational and contextual variables (e.g., tenure status) predict psychological well-being in faculty internationally. The third presentation by Dr. Hollis will highlight emerging findings with post-secondary professionals on how institutional responses to harassment and aggression correspond with reports of workplace bullying. The final presentation by Dr. Butz will examine how academic indicators (e.g., GPA) and motivational variables predict the perceived employability of post-secondary graduates among goods and services employers.

Press paragraph

This symposium provides a comprehensive overview of recent research on the interplay between psychological variables (e.g., motivation, self-regulation, well-being) and occupational factors (e.g., job security, bullying, employability) among academic staff and students. Dr. Robert Stupnisky, an Associate Professor and Director of the Educational Foundations & Research graduate programs at the University of North Dakota, will outline a 10-year program of research on how motivational variables predict emotions and productivity in tenure-track North American faculty in teaching and research contexts. Dr. Nathan Hall, an Associate Professor and Director of the Learning Sciences graduate program at McGill University, will outline a 5-year program of research on how motivational and contextual variables (e.g., tenure status) predict psychological well-being in faculty internationally. Dr. Leah Hollis, an Associate Professor in the Department of Advanced Studies, Leadership & Policy at Morgan State University, will highlight emerging findings with post-secondary

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professionals on how institutional responses to harassment and aggression correspond with workplace bullying. Finally, Dr. Nikolaus Butz, an Assistant Professor in the School of Business & Economics at the University of Wisconsin - Stevens Point, will examine how academic indicators (e.g., GPA) and motivational variables predict the perceived employability of post-secondary graduates among goods and services employers.

General summary of the Symposium



This symposium provides a comprehensive overview of recent research on the interplay between psychological variables (e.g., motivation, self-regulation, well-being) and occupational factors (e.g., job security, bullying, employability) among post-secondary faculty, staff, and students. The presentations will provide overviews of findings from multiple research programs on motivation and well-being in post-secondary faculty (Dr. Stupnisky, 10 years; Dr. Hall, 5 years) and highlight emerging findings on motivation and well-being in other post-secondary populations including higher education professionals (Dr. Hollis) and recent graduates (Dr. Butz). The findings reported will be primarily quantitative in nature following from both cross-sectional and longitudinal designs, and descriptive as well as experimental protocols. Study participants were recruited within North America (Stupnisky, Hollis, Butz) and internationally (Hall, 69 countries), with the analytical

approaches reported ranging from correlational and chi-square statistics to advanced structural equation models (e.g., latent growth). The varied psychological perspectives underlying these diverse projects will also be addressed, including those focussed on motivational beliefs (e.g., causal attributions, self-determination, grit), self-regulation (e.g., coping, life-span development), and aggression (e.g., social cognition), as will the importance of specific occupational variables that intersect with these psychological experiences (e.g., collegiality, balance, resources, intervention, employability). Implications for post-secondary policies and support for faculty, staff, and students to promote motivation, well-being, and performance will be discussed.

What Motivates University Faculty to be Successful in Teaching and Research? Findings from a 10-year Program of Study

Robert H. Stupnisky, University of North Dakota, USA

Background. The success of higher education faculty (i.e., professors) is critical. Effective faculty instruction predicts quality college student engagement, learning, and persistence (BrckaLorenz et al., 2012). Faculty are the largest producers of research, leading to enhanced disciplinary progress, innovation and institutional visibility (Javitz et al., 2010). Although faculty work is fundamental to informed citizenship, scientific advancement, economic activity, and government decision-making, many faculty rely on ineffective teaching strategies and are underperforming in research. Furthermore, the existing number of empirical studies examining faculty motivation (i.e., their drive to achieve goals) is far fewer than in related populations (Daumiller et al., 2020).

Methods. A 10-year program of research is described that addressed the overall research question: What motivates university faculty to be successful? The earliest study entailed an exploratory-sequential mixed-methods design involving focus groups followed by online surveys ($N=50$) among a small group

of faculty at a single university. Thirteen subsequent data collections with online surveys included increasing numbers of faculty ($N=81-1600+$) and institutions (2-19+) to broaden generalizability. Numerous reliable multi-item measurement instruments were developed on key variables including motivation, emotions, collegiality, expectations, balance, and success. Analyses utilized structural equation modelling to established validity and test predictive relationships among latent variables.

Findings. Findings reported in 7 published studies (Stupnisky et al., 2015, 2016, 2017, 2018, 2019a, 2019b, 2019c) and nearly 20 conference papers established consistent support for theory-driven hypotheses (Deci & Ryan, 1895; Pekrun, 2006). The established conceptual posits that faculty characteristics (demographic, position details) and institution qualities (research resources, social-environmental factors) relate to motivational antecedents (autonomy, competence, relatedness, interest, control, value, grit), which if supported yield optimal intrinsic motivation and positive emotions, and result in greater teaching effectiveness and impactful research productivity.

Discussion. Results of the current research inform higher education institutions, particularly universities striving to increase scholarly productivity, as to specific strengths and deficits in faculty motivation that relate to measurable gains in teaching effectiveness and research productivity. This is a critical step towards guiding policy and developing interventions aimed at bolstering motivation to enhance the faculty success. Future research entails testing these hypothesized relationships longitudinally, a focus on traditionally underrepresented faculty groups, and domains outside of teaching and research.

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(2) The SAS Project: An Overview of Research on Faculty Motivation, Self-regulation, and Well-being

Nathan C. Hall, McGill University, Canada

Background. Over the past 20 years, faculty have experienced rising levels of burnout due to increasing demands for teaching, research, and service excellence without commensurate institutional supports [1]. Research on faculty motivation has shown greater perceived competence to correspond with better well-being [2], however studies exploring how faculty respond to specific academic failures (e.g., poor teaching evaluations, manuscript rejections) is lacking, as are faculty interventions promoting adaptive motivational beliefs. Similarly, whereas faculty procrastination has been cross-sectionally examined [3], the role of adaptive self-regulation and how self-regulation changes over time remains underexplored. Moreover, whereas recent research has primarily investigated tenure-track faculty, studies examining motivational and well-being in non-tenure-track faculty is lacking despite increasingly representing the majority of faculty staff (e.g., U.S.: 73% [4]).

Methods. Faculty participants ($N = 3,071$, $M_{age} = 39$ years, 70% female) across 69 countries (e.g., U.S.: 64%; U.K.: 9%; Canada: 8%; Australia: 4%; Europe: 8%) were recruited mainly via social media (Facebook: 57.9%, Twitter: 40.2%) for a three-phase questionnaire study [The SAS Project: 5-6]. Faculty were employed across ranks (e.g., U.S.: 28% non-tenure-track, 39% assistant, 22% associate, 11% full) and disciplines (48 in total), with analyses ranging from repeated measures ANCOVAs to latent growth and cross-lagged structural equation models.

Findings. Findings across peer-reviewed 9 journal, chapter, and conference publications to date showed well-being benefits of failure attritions to personally controllable causes [7], with online interventions encouraging faculty to discuss personal values and role models showing long-term burnout benefits [8]. Findings also showed benefits of typically adaptive

coping strategies (e.g., engagement, reappraisal), mixed results for typically maladaptive approaches (e.g., risks: blaming; benefits: disengagement [9]), and faculty burnout to predict poorer self-efficacy and procrastination over time, rather than vice versa [10]. Poorer university rankings also corresponded with more maladaptive coping strategies [11, 12], with non-tenure-track faculty consistently reporting lower motivation [13] and well-being [14] relative to their tenure-track colleagues.

Discussion. Taken together, SAS Project findings to date underscore the importance of further examining motivational beliefs and self-regulation in faculty internationally, and especially highlight the importance of improving academic work conditions to mitigate burnout (e.g., institution resources, workload, job security).

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(3) Social Learning Theory, Enabling Environments, and Workplace-Bullying

Leah P. Hollis, Morgan State University, USA

Background. Workplace-bullying remains an international problem that several researchers continue to study. Such researchers have considered individual consequences, organizational costs, health issues,

and the implications for different racial groups and sexual orientations. This empirical analysis will contribute to the body of literature that examines the structural organizational issues that contribute to workplace-bullying. Several psychological researchers have considered how people adopt complicated behaviors such as abuse and aggression (Anderson & Bushman, 2002; Bandura, 1983, 2001; Mischel & Shoda, 1995). In fact, some studies refer to an enabling workplace structure in which observation of and participation in aggressive behaviors support the acceptance and continuance of aggressive behavior (Miner et al., 2019). Leaders in the work environment shape the work culture and set the standards for expected conduct. In the context of work behaviors, social learning theory explains why employees who observe or engage in workplace-bullying learn that this aggressive behavior is acceptable. Further, when leaders fail to inhibit workplace-bullying behaviors, organizational employees realize that workplace-bullying is tolerated and welcomed.



Methods. In late 2017 and early 2018, the researcher collected data from 730 higher educational professionals. The research question asked: *Which personnel, bullied or not bullied, are more likely to report that no intervention was demonstrated in the organization's*

response to reports of workplace-bullying on campus? Respondents were separated by their responses, 'bullied' and 'not bullied.' Next, their replies were coded 1" for yes and 2" for no to the question, "did the organization intervene when workplace-bullying was reported?"

Findings. A Chi-Square analysis confirmed that respondents who replied, "the organization did nothing" were more likely to face workplace-bullying at a statistically significant level, .05 level ($\chi^2(1, n = 522) = 5.293, P = 0.021$).

Discussion. Apathetic organizations enable aggressive behavior, harassment, and workplace-bullying. Workplace-bullying is a learned behavior when employees engage in or witness such without leadership intervening to halt these organizational abuses. As a result, employees recognize that workplace-bullying is acceptable in the work environment when a target is bullied and leadership refuses to prevent a bully's injurious behaviors.

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(4) Grit as an Employability Criterion: Potential Impacts on the Hiring Process

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Background. University graduates' perceived employability does not always match employers' evaluations of their potential for performance. Moreover, managers focused on reducing turnover face the difficult challenge of predicting whether or not an applicant will stay with the organization and for how long. Graduates are looking for work and employers are looking to hire them; however, neither group is sure what candidate attributes favorably indicate employability. Grit—a personality trait exemplified by passion plus perseverance (Duckworth, Peterson, Matthews, & Kelly, 2007)—may help establish common ground.

Methods. Survey data were collected from 100 employers in a rural area of the United States. Respondent were grouped based on whether they provided goods ($n=29$) or services ($n=71$). The extent to which hiring managers valued Grit in applicants was measured using a 12-item scale adapted from Duckworth et al. (2007). An example item was, "A well-qualified applicant for an entry-level position at your organization has overcome setbacks to conquer an important challenge." Employers also indicated the importance they placed on 10 discrete candidate attributes: GPA, Written Communication Skills, Oral Communication Skills, Problem-Solving, Technology Skills, Teamwork Skills, Leadership Experience, Volunteer Experience, Internship Experience, and Previous Work Experience.

Findings. There was no difference between goods- and service-focused companies in terms of the degree to which successful applicants displayed Grit. Furthermore, the mean level of importance placed on Grit by both service- and good-focused organizations exceed the median value of 2.5 (based on a



possible range of 0-5). These findings are of particular importance as they suggest that service and good organizations are equally disposed to valuing Grit in

applicants and that service and good organizations both value Grit above a point of theoretical indifference.

Data further showed significant strong positive correlations among most of the University-provided candidate attributes, namely Written Comm, Oral Comm, Prob Solving, Tech Skills, Teamwork, Leadership, Volunteer, and Internship. Grit was found to have significant strong positive correlations with both leadership and volunteer experience.

Discussion. Going forward, the challenge will be to find ways for universities to change their traditional pedagogical approaches to cultivate Grit in their graduates, increasing graduate placement.

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Social and Emotional Education: A Review of Applied Research Studies and Curricula and Proposal for an Integrative Approach

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Keywords: Social-Emotional competencies, programs' strengths, and weaknesses; integrative approach; SDGs

Background

Social-Emotional Capacity Building refers to the actions tailored to the construction of "knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL; 2015).

Several studies conducted in the fields of Psychology and Educational Sciences support the development of socio emotional competencies in school settings where these competencies can be taught in different ways and settings, with diverse teacher instructional practices and organizational strategies (Durlak, Weissberg, & Pachan, 2010).

But there are numerous challenges that children and school face in contemporary Europe and these skills are relevant for learning and psychological wellbeing, especially when presenting with vulnerabilities. The study research question are then: what is the

potential contribution of currently available research programs and curricula; what are the changes innovations that applied research and curricula should consider to develop effective actions capable of addressing the threats awaiting children and future adults in the next years.



Methods

A critical review was conducted, both on contents addressed, in teaching strategies and efficacy, analyzing several research projects and main curricula available in Europe. Data collected and analysis

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Social and Emotional Education cont.

carried out by partners of the Erasmus+ Strategical partnership project on Socio-emotional Capacity Building in Primary Education (PSsmile.emundus.eu) were also used. Strengths and Opportunities as well as Weaknesses were analysed together with reference to suggestions from studies in Positive Youth Development (PYD) Approach and Career Education.

The analysis highlights the efficacy and the opportunities opened by research studies and programs available both in terms of competencies addressed and resources available. But when confronting results in PYD and Career Education studies, the need for changes in contents addressed, teaching strategies and learning environment emerged.

Discussion

The study highlights core components of an integrative approach and some possible paths mandatory to make studies and applied programs effective in “building emotionally resilient individuals who are able to navigate the complex landscape of conflicting goals and dissonance to one of prosocial behavior that promotes human flourishing and the attainment of the SDGs” (Asah, & Chatterjee Sing, 2019).

An International Research Network on Social and Emotional Learning

Lea Ferrari, University of Padova, Italy

What can we do for having our educators more engaged in the career development of their students? This question was the starting point of a series of conversations that I had with prof. Scott Solberg at the Boston University Wheelock College of Education & Human Development in 2018 when, thanks to the international exchange between our universities, I had the opportunity to spend one month there. The idea of working on exploring connections between Social and Emotional Learning (SEL) and career development emerged as the most value and the consent that we received from our colleagues around the world confirmed our intuition. Their feedback was so enthusiastic that in less than one month more than

10 countries expressed their interest for the project and now 18 teams are involved in the network.

Since the beginning, the collaboration among teams was characterized by high level of self-determination and an egalitarian participation among all. A lot of attention was devoted to build an authentic context where each team perceived to be free to participate and to have the voice of its educators heard. This perspective reflects recent efforts to decolonize educational and psychological science (Adams, Dobles, Gómez, Kurtiş, & Molina, 2015). That is, as coordinators of the project born in a Western culture, we tried to avoid imposing our vision to other cultures as modern colonizers. Instead, we aimed to learn from each other to reach a new understanding about SEL, useful to advance our educators and countries.

Following this perspective, we choose to refer to the Casel model (casel.org) not as ‘the perfect model’ but as one of the models that could help us to start dialoguing. The five core competencies of this model includes: self-awareness, that is knowing personal strengths and limitations; self-management, that is effectively managing negative emotions, and setting and achieving goals; social awareness, that is understanding and empathizing others’ feelings and perspectives; social management, that is using positive interactional and cooperative skills; and decision making, that is making valuable and effective choices about personal behavior and social interaction.

Literature highlights that SEL is relevant for the teachers’ experience at work and is related to teachers stress and job satisfaction (Collie, Shapka, Perry, & Martin 2015), to class management and children success (Schonert-Reichl, 2017) and helpful for improving classroom climate (Durlak et. al., 2011). Recently it is also emerged as crucial for providing the foundation for positive youth development (Solberg, Park & Marsay, 2020), and helping youth develop critical career and workforce readiness skills (Yoder et. al., 2020).

Social and Emotional Education cont.

The teams worked via zoom to define the qualitative survey and start exploring the nature of SEL for their educators and the connections they see with the career development of their students. Teams were autonomous in adapting the survey to their social and cultural context as for example the language, the procedure and the types of educators to involve. Recognized also by the World Educational Research Association as an International Research Network, we all participated in professional development for conducting qualitative analysis using a modified grounded theory strategy. Thanks to the coordination and support provided by Chong Park from the US team, most of the researchers used NVivo to create a coding system for each country and proceed to the comparison across countries. Each country code consists in a list of the codes, the definitions produced by the research team for each code, and the best example selected among the answers provided by the educators. The codes that ranged from 7 to 131 were clustered to compare the level of association between educator responses, generate higher level codes and compare countries similarities and differences. US resulted highly correlated with Turkey, China, Japan, Romania, Greece. South Africa, Italy and Guatemala emerged as less correlated.

Analytic analysis of Nvivo results, and wide discussions across teams allowed us to identify some common codes and themes as well as some themes that were unique to each single country. "Empathy" and "communication" are two examples of SEL skills that resulted common to all countries and suggested us the need to go more in deep to understand contextual meanings. The unique themes were explored referring the social and political contexts of each country. For example, "Verbalization" emerged from Japan and reflects the cultural importance attributed to reflection or thinking more than acting and in the importance for teachers to teach students to express their feelings with words. In South Africa, themes such as "forgiveness," "free expression," "loss," and "restorative justice," revealed the unique societal

challenges that educators are facing. In US a unique code is represented by 'technological communication' as a set of challenges for one of the most technologically advanced countries.

The covid-19 pandemic surprised us at the end of the first phase as we were starting to work at the first manuscripts for publications and for sharing them in international meetings as the Centennial Congress of Applied Psychology. Fortunately, the community that we built with regularly zoom meetings since its beginning worked as antidote to the isolation due to the pandemic for many of us. We, in fact, continued to meet at least two times a month and supported each other in generating ideas and identifying common goals. We organized two webinars and two days of mini conference that allowed us to share our results with many colleagues around the world. Most important, 7 countries decided to continue to meet for studying the role of empathy in our countries. In the paper that has been submitted at the end of the 2020, empathy emerges as a 7 components' construct that includes deep listening skills and the ability to express compassion as part of a complex communication strategy crucial for building a positive classroom and school climate. In addition, it emerges as founding in developing positive attitudes and behaviors as respect and tolerance toward cultural and individual differences.

Even if the pandemic changed our plan to use our qualitative data to develop a measure of SEL skills using an N-way approach, many of us, as Romania, US and Greece moved faster to realizing supporting materials for meeting teachers' needs that suddenly found themselves immersed in distance learning. None of this would probably have been possible without the contribution of every member of the network over our three years of life. I take this opportunity to thank everyone for giving this group the opportunity to make a difference in the lives of so many people in many places around the globe.

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Parents' Involvement in Their Children's Schooling and Professional Development: A Need-Based Approach

Catherine F. Ratelle¹

Parents are significant individuals whose contribution in children's lives is the most stable – their involvement typically spanning the child's life – as well as global, with their impact operating across life domains. They are considered the main contributors to their child's general adjustment and the primary guides of their child's educational experience. Par-



ents are thus key actors to consider when studying children's academic and vocational development. Their involvement, and more specifically the quality of their relationship with their children, is vital for children to experience positive academic and vocational outcomes. In this presentation, we discuss research that examined the of contribution parents in their children's schooling and vocational decision-making using a self-determination perspective. Our work is based on self-determination theory (Ryan & Deci, 2017), which posits that humans have innate

psychological needs for autonomy, competence, and relatedness whose satisfaction is vital for individuals' optimal development and functioning. In our research, the focused is placed on how parents can behave on a need-supporting fashion to help their child thrive in school and develop to their full potential. Parental need supporting behaviors – which include autonomy support, involvement, structure – were found to contribute positively to their children's adjustment in school, their school success, and their vocational decision-making. We review some of our key findings from two longitudinal studies that examined parental contribution during adolescence and emerging adulthood. The education system positions parents at the heart of students' academic success by recognizing their role as the "first actor" of their child's school success. It also acknowledges the need to raise parents' awareness regarding their importance in their child's education and the importance of their involvement. Yet, little research examined parents' needs when getting involved in their children's schooling. Our recent research examined factors supporting parents' optimal behaviors, focusing on the role of their own psychological need satisfaction in the context of their school involvement as essential nutrients for their ability to be need supportive. Finally, we examined possible interventions aimed at improving parental need supporting behaviors and issues pertaining to how parental behaviors are assessed.

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