PSYCHOLOGY

Theme: Environmental psychology

January 2015
We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

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Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.
As part of Component 3 (Applied Psychology) of the A Level, there is a choice of two topics from a possible four. These are criminal psychology, child psychology, sport and exercise psychology, and environmental psychology.

The idea is to provide a range of alternative ways to deliver this content at A level so teachers can pick and choose and approach that suits them and their classes.

There are six key topics that must be delivered for the chosen options, with background, research and application, the content for environmental psychology is below.

Content (from A Level)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Background</th>
<th>Key research</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biological rhythms (Biological)</strong></td>
<td>Biological rhythms and the impact of their disruption on our behaviour.</td>
<td>Czeisler et al. (1982) Rotating shift work schedules that disrupt sleep are improved by applying circadian principles.</td>
<td>At least one strategy for reducing effects of jetlag or shift work.</td>
</tr>
<tr>
<td><strong>Recycling and other conservation behaviours (Cognitive)</strong></td>
<td>Conservation behaviours and the factors which influence the tendency to conserve or recycle.</td>
<td>Lord (1994) Motivating recycling behaviour: A quasi-experimental investigation of message and source strategies.</td>
<td>At least one technique used to increase recycling or other conservation behaviour.</td>
</tr>
</tbody>
</table>
## Curriculum Content

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<tbody>
<tr>
<td>Psychological effects of built environment (Social)</td>
<td>The impact of the built environment and urban renewal on our wellbeing.</td>
<td>Ulrich (1984) View through a window may influence recovery from surgery.</td>
<td>At least one example of environmental design used to improve health/wellbeing.</td>
</tr>
<tr>
<td>Territory and personal space (Social)</td>
<td>Territory and personal space in the workplace.</td>
<td>Wells (2000) Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being.</td>
<td>At least one office design strategy based on research into territory or personal space.</td>
</tr>
</tbody>
</table>

### Specimen Assessment Material

8(a)* Using the research by Drews et al. (2014), explain how ergonomic research can influence workplace design. [10]

(b)* Assess the methodological issues involved when researching the impact of observation in the workplace. [15]

Angie is an air traffic controller, one of the most stressful jobs according to suicide statistics. She often has several planes to manage in and out of a busy regional airport. She has to monitor their speed, flight path and height as well as have an ongoing dialogue with the pilot throughout their landing and take-off. It’s no wonder she is exhausted at the end of a shift as she is very aware of how easy it would be to miss a vital piece of information.

(c)* Discuss how a psychologist could design Angie’s work station to prevent cognitive overload. [10]

The questions above indicate the format of the assessment and mark allocations. Learners will be asked questions on the key research, background, as well as applying their knowledge to a novel situation.
OCR A Level Environment unit

The learning activities given each focus on different learning styles and/or preferred teaching methods. They also aim to help students gain a deeper or wider understanding of the issues faced in this unit and of the key research. These activities can be adapted for different class sizes and resource availability (i.e. some activities may work better interactively with students if interactive whiteboards are available).

The activities are intended to allow students to consider the concepts in each part of this unit but also to gain deeper understanding and/or practice with key research methodologically located elsewhere in this specification. The tasks enable the students to engage with the material in an interactive way but also to widen their ability to discuss and/or conduct academic research.

The nature of the Environment Unit lends itself to many practical activities including experiments on stressors, correlations on bodily rhythms, observations on built environments and self-reports on recycling behaviours. This would not only expand students’ ability to understand and evaluate the design and conduct of these research methods but also to gain a deeper understanding of the issues faced in key research.

Many of the topics examined in this unit do support each other; for example, defensible space in topic 6 supports understanding of urban renewal. Repetition of certain factors throughout the unit will add to students’ appreciation of how psychological concepts interact and can be found in different contexts.
ACTIVITIES

A range of suggested teaching activities has been provided using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

This topic lends itself to research based investigative tasks as there is a lot of opportunity to see how environmental factors affect and impact students' own lives. Independent or group research tasks are quite effective as long as they are adequately structured. These practical opportunities to learn will also help students apply their understanding of the issues in the research to answer part (a) and (b) questions for this unit effectively.

Some suggested video clip links have been provided to add a 'real life' dimension to many of the topics and also to widen students' awareness of how research in each topic can be carried out and the limitations in doing so. Applying psychological knowledge to the real world is also the basis of some AO2 questions.
### Thinking Contextually

#### Topic
1 - Stressors in the Environment (Biological)

<table>
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<th>Activities/lesson ideas</th>
<th>Key issues to address</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Background</td>
<td>Environmental stressors and their impact on our biological responses.</td>
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<td></td>
<td><strong>IDEA:</strong> Class Mindmap of different situational stressors and their impact on all behaviour and biology to give contextual idea of other effects of environmental stressors (e.g. behaviour, performance, mood etc.)&lt;br&gt;<strong>IDEA:</strong> Students to complete a table identifying what different stressors are, why they are stressful and what biological impact they can have. See Learner resource 1.1&lt;br&gt;<strong>IDEA:</strong> Class Experiment on the effects of one of the environmental stressors (or get students to design an experiment that uses any of the stressors) on heart rate if it is possible to measure this. (conceptual links to research methods)&lt;br&gt;<strong>Background to study:</strong> Students will need to understand the short and long term effects of stress on physiology – Seyle's GAS may be useful to teach here.&lt;br&gt;<strong>LINK:</strong> <a href="http://www.youtube.com/watch?v=TZZIkXcolo">http://www.youtube.com/watch?v=TZZIkXcolo</a> – This very short funny clip shows the effects of stress.</td>
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<td>Learner resource 1.1</td>
</tr>
<tr>
<td>Key Research</td>
<td>Black and Black (2007) Aircraft noise exposure and resident's stress and hypertension.</td>
<td></td>
<td>Ethnocentrism&lt;br&gt;Usefulness&lt;br&gt;Validity&lt;br&gt;Methodological issues of using self-report measures</td>
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<td></td>
<td>Based on reading of key research – get students to create their own quizzes using <a href="http://www.classtools.net">www.classtools.net</a>.&lt;br&gt;<strong>Key concepts to understand:</strong> hypertension.&lt;br&gt;<strong>Extension research</strong> – Abey-Wickrama, I., A’Brook, M.F., Gattoni, F., Herridge, C., (1969). Mental Hospital admissions and aircraft noise. The Lancet. Vol 294, Issue 7633, Pages 1275–1277. – effects of aircraft noise on mental health. (Although not a ‘biological’ response, this would give more able students the ability to understand the wider context of the impact of environmental stressors.)</td>
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<tr>
<td>Application</td>
<td>At least one strategy for managing environmental stress.</td>
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<td>Based on key research discussion – allocate different suggested strategies for improving environmental stress of airport noise. See Learner resource 1.2</td>
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<td>Learner resource 1.2</td>
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# Thinking Contextually

## Topic

2 – Biological rhythms (Biological)

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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Biological rhythms and the impact of their disruption on our behaviour. IDEA: Students to correlate hours of sleep on reaction times. Use sheep dash on BBC website. <a href="http://www.bbc.co.uk/science/humanbody/sleep/sheep/">http://www.bbc.co.uk/science/humanbody/sleep/sheep/</a> &lt;br&gt; IDEA / RESOURCE: <a href="http://science.education.nih.gov/supplements/nih3/sleep/default.htm">http://science.education.nih.gov/supplements/nih3/sleep/default.htm</a> &lt;br&gt; Fantastic web resource (although American) where students can create sleep diaries and input data on their own biological rhythms. Could use class data to then compare to other behaviours in correlations or compare two different variables in the class data such as hours of sleep and levels of sleepiness. &lt;br&gt; Background knowledge required on sleep cycles, circadian rhythms and impact on behaviour. Cases such as ‘Randy Gardner’ and ‘Michel Siffre’ will be useful here. Students may benefit from learning about the role of the Suprachiasmatic nucleus (SCN) and its role for endogenous rhythms. To help students understand the phase delay element of key research, it may be useful to look at exogenous factors on our sleep (zeitgebers). Considering Exogenous and endogenous factors will contribute to understanding the problems of shift work. &lt;br&gt; LINK: The Doze Family <a href="https://www.pimalung.com/dozefamily/doze_family.html">https://www.pimalung.com/dozefamily/doze_family.html</a> An interactive resource in which students can explore the disruption of biological responses.</td>
<td>Psychology as a Science &lt;br&gt; Ethics &lt;br&gt; Conceptual links to research methods</td>
<td><img src="#" alt="Click here" /> <img src="#" alt="Click here" /> <img src="#" alt="Click here" /></td>
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<tr>
<td><strong>Key Research</strong></td>
<td>Czeisler et al. (1982) &lt;br&gt; Rotating shift work schedules that disrupt sleep are improved by applying circadian principles. IDEA: Create a comic strip / animated video based on key research – (websites such as pictoon, powtoon, toondoo are good creative tools). Using comic strip format will enable students to focus on summarising the key points of the study and turn it into a memorable revision resource. Key concepts to understand: Circadian rhythms, phase delay and rotating shift patterns.</td>
<td>Individual Differences &lt;br&gt; Ethics &lt;br&gt; Methodological issues</td>
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### Thinking Contextually

#### Content

**Application**

At least one strategy for reducing effects of jetlag or shift work.

**Activities/lesson ideas**

**Learner resource 2.1** Give different students / groups different strategies to reduce jet lag and shift work. Some are conventional, others are not. Get students to research where these are already used and assess for effectiveness, ethics and generalisability.

**LINK:** [www.stopjetlag.com](http://www.stopjetlag.com) great website with some ideas for strategies that also can be used with a free iphone or ipad app that calculates strategies to use ahead of travel to stop jet lag.

**ACTIVITY:** Students apply what they have researched on the Doze Family. How can the effects of shift work be reduced?

**Extension research includes:** [http://www.nhs.uk/news/2008/05May/Pages/Aremealtimeistheanswertojetlag.aspx](http://www.nhs.uk/news/2008/05May/Pages/Aremealtimeistheanswertojetlag.aspx)

**Key issues to address**

Effectiveness, ethics and generalisability.

**Resources**

Learner resource 2.1

Click here
## Thinking Contextually

### Topic

3 – Recycling and other conservation behaviours (Cognitive)

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</table>
| **Background** | Conservation behaviours and the factors which influence the tendency to conserve or recycle. | IDEA: Students could research and analyse either their school/college's own recycling policy or local councils, either in lesson or as a homework task. Poster task based on this to show what conservation behaviours their college, city/town, peer group etc use. 
IDEA: Conduct self-report study around school / area to find out what behaviours people follow and why. This would enable them to focus on more cognitive factors, perhaps by creating Likert scale questions to assess people's attitudes towards recycling. 
IDEA: Factors that may be useful to look it (that also link to the key research) include fear arousal (examine different recycling advertisements for level of emotional impact) and source of the information (whether it is public or personal), social influence, manipulation of social norms. | Conceptual links to research methods. |
Learner resource 3.1 – to help students understand the three measures used to communicate advocacy message in study and evaluate. | Individual Differences Ethics Methodological issues |

**LINKS:**
- http://www.youtube.com/watch?v=SW5Cdwxqwn0 – fear arousing recycling video.
- http://www.youtube.com/watch?v=1DtcGjoXb5o – recycling bins track people to target them for advertising!
- http://www.youtube.com/watch?v=tDe1_T2cSCk – Australian news publicity of recycling.

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## Thinking Contextually

### Topic
3 – Recycling and other conservation behaviours (Cognitive) contd

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<tbody>
<tr>
<td><strong>Application</strong></td>
<td>At least one technique used to increase recycling or other conservation behaviour.</td>
<td><strong>IDEA:</strong> Identifying an area from background self-report (or research) that was shown as a reason why people don’t recycle, design a technique to increase it. Write a letter to the relevant bodies describing what your technique is, how it should or could work or be implemented, your prospective ideas for how successful or effective it could be and also any potential flaws. If it is viable, could send letters off or conduct as a piece of action research. <strong>IDEA:</strong> Students research techniques to increase recycling. The following articles are useful. <a href="http://www.theguardian.com/environment/2014/oct/27/how-councils-are-using-clever-and-innovative-ideas-to-increase-recycling-rates">http://www.theguardian.com/environment/2014/oct/27/how-councils-are-using-clever-and-innovative-ideas-to-increase-recycling-rates</a> <a href="http://www.buschsystems.com/2014/10/are-fines-for-improper-waste-disposal-the-best-tactic-for-increasing-recycling-rates/">http://www.buschsystems.com/2014/10/are-fines-for-improper-waste-disposal-the-best-tactic-for-increasing-recycling-rates/</a> <a href="http://oro.open.ac.uk/3976/1/What_makes_people_recycle_C_Thomas.pdf">http://oro.open.ac.uk/3976/1/What_makes_people_recycle_C_Thomas.pdf</a> <a href="https://www.gov.uk/government/news/new-funding-to-reward-families-for-recycling-not-fine-or-bully-them">https://www.gov.uk/government/news/new-funding-to-reward-families-for-recycling-not-fine-or-bully-them</a></td>
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## Topic 4 – Ergonomics – human factors (Cognitive)

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<tr>
<td><strong>Background</strong></td>
<td>Cognitive overload and the impact of observation in the workplace environment.</td>
<td>Learner resource 4.1 To help students understand cognitive overload, get students to research the different parts of Baddeley and Hitch's working memory model (central executive, phonological loop, visuo-spatial scratchpad, articulatory control, phonological store, episodic buffer). What happens when two or more tasks make use of the same component? Place research onto handout or similar template on whiteboard. <strong>IDEA:</strong> Cognitive load class experiment – get students to study a text in English and summarise vs studying a text in a foreign language (use dictionaries on phone). Stress questionnaire after each condition. Or simple ‘chunking’ experiment: <a href="http://www.youtube.com/watch?v=Rc705-WS2I4">http://www.youtube.com/watch?v=Rc705-WS2I4</a> <strong>Impact of observation:</strong> May require students to learn about Social facilitation (Zajonc &amp; his cockroaches) and/or audience effects. Again this could be conducted as a quick class demonstration – completing word searches / figuring out a logic puzzle etc alone vs in groups. <strong>Ergonomics overview</strong> will be necessary and in particular paying attention to the use of ‘chunking’ information in different ways: key research uses elements of colour and geometrical shapes to ‘chunk’ vital information together. Could examine students own revision techniques using these methods and how they reduce cognitive overload?</td>
<td>Ethics Conceptual links to cognitive psychology and experimental method</td>
</tr>
<tr>
<td><strong>Key Research</strong></td>
<td>Drews and Doig (2013) Evaluation of a configural vital sign display for intensive care unit nurses. <strong>IDEA:</strong> The study takes the position of improving the workplace environment by reducing cognitive overload. Using Learner resource 4.1, identify what might be happening to the nurses in key study. Why do they have cognitive overload when trying to use multiple numerical displays to monitor patient’s vital signs and decide on course of action? <strong>Key concepts to understand:</strong> nature of ICU nursing, vital signs display and how it 'chunks' vital signs using colour coding and symbolic geographical shapes.</td>
<td>Ethics (positive) E. V and mundane realism Counter - balancing</td>
<td>Learner resource 4.1</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>At least one workplace design based on ergonomic research. <strong>LINK:</strong> <a href="http://www.knoll.com/knollnewsdetail/new-workplace-ergonomics-research">http://www.knoll.com/knollnewsdetail/new-workplace-ergonomics-research</a> - good ideas on website regarding the current issues with ergonomics in workplace design and how to improve. Students could use the four factors identified on website to create their own workplace design OR identify what the ergonomic factors are in their own workplace environment (classroom or at home) and design an improvement. <a href="http://www.knoll.com/knollnewsdetail/generation-z-infographic">http://www.knoll.com/knollnewsdetail/generation-z-infographic</a></td>
<td>Resources</td>
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# Thinking Contextually

## Topic

### Title: Psychological effects of built environment (Social)

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<tr>
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<th>Key issues to address</th>
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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>The impact of the built environment and urban renewal on our wellbeing.</td>
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<tr>
<td><strong>IDEA:</strong></td>
<td>Conduct an observational study (homework or within school/college) to examine the design features of built environments where people seem to congregate versus where they don’t. Could allocate the class different built environments in local area / college to go away and observe for levels of happiness (how many times they smile or laugh?), depending on local area / college.</td>
<td>Conceptual links to observations</td>
<td></td>
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<tr>
<td><strong>IDEA:</strong></td>
<td>Starter activity: students draw/pick pictures from magazine their idea of the perfect built environment / idea of worst built environment – Use as a discussion tool to explore what features we look for to increase wellbeing and what aspects of well-being those features actually improve.</td>
<td>Individual vs situational factors</td>
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<tr>
<td><strong>IDEA:</strong></td>
<td>Students to understand the negative effects living in an urban (or built up) environment can have. Internet research of different cities and towns (some rural, some urban) in UK or world on factors such as crime, suicide rate, mental health, physical health (breathing difficulties, heart attacks etc). Is there a relationship between how urban a place is and these factors? <a href="http://www.youtube.com/watch?v=7QWAXWhtSCQ&amp;list=PLQPl6rUZh9QJ2011ehmi5w7aD6k1nMoNz&amp;index=4">http://www.youtube.com/watch?v=7QWAXWhtSCQ&amp;list=PLQPl6rUZh9QJ2011ehmi5w7aD6k1nMoNz&amp;index=4</a> – good video showing the social impact of urbanisation and city populations. Nice link into the need for urban renewal.</td>
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<tr>
<td><strong>Background to understand key research and related area:</strong></td>
<td>Urban renewal and design factors need to consider: privacy; elements of noise; temperature; colour; lighting; use of windows; room functions; layout etc. Could generate discussion on what the ideal layout is in our environment to encourage positive well-being (based on previous activities).</td>
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<tr>
<td><strong>Key Research</strong></td>
<td>Ulrich (1984) View through a window influence recovery from surgery.</td>
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<tr>
<td><strong>STARTER ACTIVITY:</strong></td>
<td>Class discussion - what would make you feel better after having surgery? Learner resource 5.1: Create 'window' description poster of study and evaluations based on original article.</td>
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<tr>
<td><strong>Key concepts:</strong></td>
<td>'blind’ techniques in design.</td>
<td>Methodological issues Generalisability Usefulness</td>
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<td><strong>Extension research includes:</strong></td>
<td>Keeley and Edney (1983) on privacy vs social interaction or Gergen et al (1973) on use of lighting and levels of intimacy.</td>
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### Application

At least one example of environmental design used to improve health/wellbeing.

**Homework task** – Observational / self-report research – find an example of environmental design from those studied in background (use of windows, colour, lighting, noise restriction, privacy etc) take a photo of it (or find picture) and add comment on how it improves health or well-being (through own assumption or class discussion or self-report research with those in location). Either create class/group poster or as a homework task ‘pin’ onto ‘pinterest’ (create shared class board).
## Topic

6 – Territory and personal space (Social)

<table>
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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Territory and personal space in the workplace.</td>
<td></td>
<td>Situational vs dispositional</td>
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<td><strong>Personal space</strong></td>
<td>– may be useful to look at definitions by Sommer (1969) or Aiello (1987) or Hall’s personal zones (intimate, personal, social and public distance) (1966). Discuss situational vs dispositional factors that influence individual differences in personal space e.g. personality, status, gender vs room size, layout, location, temperature etc. <a href="http://www.youtube.com/watch?v=frQdjs9UaYA">http://www.youtube.com/watch?v=frQdjs9UaYA</a> – interesting social experiments on personal space (could get students to re-create for homework?) <strong>Personal space and defending it in the workplace</strong> – look at seating arrangements (sociopetal and sociofugal) – get class to demonstrate different types and conduct a discussion exercise in each. Which one do they prefer / maintains their own personal space? <strong>Marking territory</strong> – discuss difference between reaction defences and personal defences. How would you mark your territory in your classroom? Discuss the use and effectiveness of personal markers such as jackets or folders vs reaction defences, e.g. shouting at someone because they are in your seat. This will help students understand Defensible space – how using certain territorial markers to defend their personal space can help contribute to well-being. <strong>Background to study</strong> – mindmap personalisation factors – eight different ways in which personalisation could be effective from study – get students to identify with each factor of how or why we personalise, how it would increase well being and how it could affect someone’s feelings of personal space or territory. Learner resource 6.1</td>
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### Thinking Contextually

**Topic**  
6 – Territory and personal space (Social) contd

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<th>Content</th>
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</table>
| **Key Research** | **Wells (2000)**  
Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being.  
IDEA: Key research – Jigsaw learning of study (as lots of measures used in employee survey)  
Split the study into separate parts. This could be extended into evaluations of the study depending on group or class size. Each student/group is assigned a part of the study to read, summarise and evaluate (in lesson or homework task for flip learning). This is ideal for differentiation as some aspects of study are easier to understand than others.  
One person from each group/student teaches their part of the study to other group members (could use picture summaries, emphasising key words or re-create rating scales used, demonstrating sampling process). With larger groups a jigsaw style works well to ensure all class members take turns ‘teaching’.  
After each presentation, use [www.socrative.com](http://www.socrative.com) to create a quiz for each group/student to answer. ‘Space Races’ is a great competitive way with a results spreadsheet that you can examine with students to see what aspects of study they got stuck on and need more help on (especially if done as a flip learning task).  
Validity  
Ethnocentrism  
Usefulness  
Time-locked?  
Conceptual links to content analysis, interviewing and use of triangulation of data types | **Click here** | **Click here** |
| **Application** | At least one office design strategy based on research into territory or personal space.  
Using ideas from Appendix B of the key study (trinkets, achievements, work-related items, plants, entertainment items, sports items, items of values, items relating to pets. Items relating to romantic partners, items relating to friends or family). In groups or individually (depending on class size), get students to create a poster presentation on how it could be used in an office and how it would increase feeling of personal space and also how it might not. After presentations, students to then compare which strategy would be most effective at defending personal space and why.  
**Extension activities include:** application of office based strategies from these links: [http://www.theguardian.com/money/2001/apr/21/jobsadvice.careers2](http://www.theguardian.com/money/2001/apr/21/jobsadvice.careers2) [http://www.exeter.ac.uk/news/research/title_306119_en.html](http://www.exeter.ac.uk/news/research/title_306119_en.html) [http://news.bbc.co.uk/1/hi/magazine/6155438.stm](http://news.bbc.co.uk/1/hi/magazine/6155438.stm) | **Click here** | **Click here** |

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## Learner resource 1.1 Environmental Stressors and their impact on biological responses

<table>
<thead>
<tr>
<th>Environmental Stressor</th>
<th>Why is it stressful? (e.g. is it out of our control or how does it affect our daily lives?)</th>
<th>What impact does it have on our biological responses (e.g. heart rate, breathing rate, medical conditions etc)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Black et al (2007) suggest many different strategies for improving the stress that airport noise was seen to have on its local residents. These are listed below. Consider how they might help to reduce the hypertension and related feelings of stress on the local residents, how would they be implemented, how practical these suggestions are and any limitations you think there might be in their implementation.

<table>
<thead>
<tr>
<th>Suggested Strategy</th>
<th>How does this strategy help to reduce hypertension / stress?</th>
<th>How would this strategy be implemented? Who would be responsible for this?</th>
<th>How practical is this suggestion?</th>
<th>Any limitations with the implementation of suggested strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend curfew hours of when airlines can fly to give extra relief from aircraft operations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend building insulation scheme for local residents for airlines to cost.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Closing down airport and re-locating elsewhere.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different runway usage and flight paths.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Learner resource 1.2 Application – Managing environmental stress**

<table>
<thead>
<tr>
<th>Individual strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Strategy</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Anti-hypertensive drugs</td>
</tr>
<tr>
<td>Cognitive behavioural therapy</td>
</tr>
<tr>
<td>Mindfulness practice</td>
</tr>
</tbody>
</table>
Learner resource 2.1 Biological rhythms (Biological)

Ethics (Any potential harm caused by use of strategy?)

Reducing effects of Jet Lag
Melatonin supplements

Effectiveness (Long-term/short term strategy? Is it a practical suggestion?)

Generalisable? (Will it work for everyone? Can it be implemented everywhere?)
Learner resource 2.1 Biological rhythms (Biological)

**Ethics** (Any potential harm caused by use of strategy?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)

- Reducing effects of Jet Lag
- Stay hydrated

See page 10
Learner resource 2.1 Biological rhythms (Biological)

**Ethics** (Any potential harm caused by use of strategy?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)

Reducing effects of Jet Lag
Simulate new time / schedule
Learner resource 2.1 Biological rhythms (Biological)

- **Ethics** (Any potential harm caused by use of strategy?)
- **Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)
- **Generalisable**? (Will it work for everyone? Can it be implemented everywhere?)

Reducing effects of Jet Lag
Natural Light Therapy
Learner resource 2.1 Biological rhythms (Biological)

Ethics (Any potential harm caused by use of strategy?)

Effectiveness (Long-term/short term strategy? Is it a practical suggestion?)

Generalisable? (Will it work for everyone? Can it be implemented everywhere?)

Reducing effects of Jet Lag
Light exercise

See page 10
Learner resource 2.1 Biological rhythms (Biological)

**Reducing effects of Shift Work**
Decrease amount of night shifts in a row

**Ethics** (Any potential harm caused by use of strategy?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)
Learner resource 2.1 Biological rhythms (Biological)

Reducing effects of Shift Work
Avoid extended work hours

Ethics (Any potential harm caused by use of strategy?)

Effectiveness (Long-term/short term strategy? Is it a practical suggestion?)

Generalisable? (Will it work for everyone? Can it be implemented everywhere?)
Learner resource 2.1 Biological rhythms (Biological)

**Reducing effects of Shift Work**
Sleep well on days off

**Ethics** (Any potential harm caused by use of strategy?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)
Reducing effects of Shift Work
Avoid shift starts at 5/6am

**Ethics** (Any potential harm caused by use of strategy?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)
Learner resource 2.1 Biological rhythms (Biological)

**Ethics** (Any potential harm caused by use of strategy?)

**Effectiveness** (Long-term/short term strategy? Is it a practical suggestion?)

**Generalisable?** (Will it work for everyone? Can it be implemented everywhere?)

**Reducing effects of Shift Work**
Sleep inducing drugs
## Learner resource 3.1 Recycling and other conservation behaviours (Cognitive)

Lord (1994) – Understanding and evaluating measures used to communicate advocacy message of recycling behaviours

<table>
<thead>
<tr>
<th>Measure used</th>
<th>Describe the measure and how the measure was used / implemented in study</th>
<th>Benefits of this measure to communicate recycling behaviours</th>
<th>Limitations of this measure to communicate recycling behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal letter from an acquaintance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positively framed message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negatively framed message</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Baddeley and Hitch – Working Memory Model

- Phonological Store
- Articulatory control processes
- Phonological Loop
- Central Executive
- Episodic buffer
- Visio-Spatial Scratchpad
Ulrich (1984) Effect of Windows on physical and mental well-being

SAMPLE

Quality of Controls

METHOD

Generalisability

RESULTS

Validity
Personalisation – How do each of these factors promote personal well-being?

- use belongings to mark and defend territory
- allowing expression of one's emotions
- helping cope with stress
- reminders of life outside work
- feelings of personal control
- makes place more pleasing
- enhances attachment to environment
- satisfaction with work and job

Personalisation
**Research:**

Identify strengths and weaknesses of research. Support evaluative points with a relevant example from the key research.

<table>
<thead>
<tr>
<th>Research Methodology</th>
<th>Sample generalisability</th>
</tr>
</thead>
<tbody>
<tr>
<td>- what are the strengths and weaknesses of the method or design used for this study and topic?</td>
<td>- Can the results of the research be generalised to the wider population?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Validity</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does the study or measurements meet the aims or objectives of the study? Are there any extraneous variables that affect results?</td>
<td>- Can the study be carried out again in a consistent way? Is it time-locked?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ecological Validity</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can the behaviours displayed within the study be generalised to another context or real world situation?</td>
<td>- Have the ethical guidelines been adhered to? Are there any moral issues with the conduct of the research?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th>Any other methodological issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What type of data is gathered and what are the strengths and weaknesses of this?</td>
<td></td>
</tr>
</tbody>
</table>
### Research:
**Where relevant – Identify where the research relates to the issues / debates.**
**Support points with relevant examples from the research.**

<table>
<thead>
<tr>
<th>Nature / Nurture – what side of the debate might it support or challenge?</th>
<th>Free Will / Determinism – is behaviour shown out of the individuals control or pre-determined or can it be changed through individual choice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual / Situational explanations – is behaviour caused by factors within the individual or by external factors?</td>
<td>Reductionism / Holism – does the research simplify explanations of behaviour to a single or simple cause or does it consider the bigger picture?</td>
</tr>
<tr>
<td>Conducting Socially sensitive research – has the research considered the sensitive nature of the topic being investigated and taken measures to reflect this?</td>
<td>Psychology as a Science – is the research objective and falsifiable?</td>
</tr>
<tr>
<td>Usefulness of research – does it aid understanding? Does it improve human welfare? Does it have any practical applications?</td>
<td></td>
</tr>
</tbody>
</table>
Appendices

Topic One: Stressors in the Environment

**Key Research: Black and Black (2007) Aircraft noise exposure and resident’s stress and hypertension**

**Method / Design**
Cross-sectional study with a matched control group.

**Participants**
Suburbs around the flight path of Sydney Airport was selected for the aircraft noise exposure area, due to having more than 50 events of aircraft noise louder than 70dB per day. 750 subjects sent survey.

Control areas: locations not exposed to aircraft matched on socio-economic status to exposure area. 750 subjects sent survey.

**Procedure**
Field data: Noise stations set up outside randomly selected households. 26 located around Sydney airport and three in the control area from 7am to 6pm October-November. Night-time curfew of flights imposed between 11pm and 6am.

Survey data: Subjective health outcomes measured by a questionnaire. Subjects sent a cover letter detailing the study was on environmental noise (omitting mention of aircraft noise specifically).

Questionnaire measured seven major characteristics:
1. Health related quality of life.
2. Hypertension condition – assessed by closed questions e.g. “Have you ever been told by a Doctor that you have high blood pressure” YES/NO.
5. Noise annoyance.
6. Demographic characteristics.
7. Confounding factors such as exercise, smoking status etc.

**Results**
Subjects in the noise exposure group were more sharply annoyed by aircraft noise than controls. Whilst hypertension was slightly higher in the controls than the noise exposure group, this was not significant. Those in the noise exposure group did however show a less positive health status compared to controls, notably with mental health (p<0.001).

**Conclusions**
The mean score of physical functioning, general health, vitality and mental health of the noise exposure group were significantly lower than the matched control implying that noise exposure from the Airports flight path did have an impact on general health.

Long term aircraft noise exposure was significantly associated with chronic noise stress (odds of 2.61) and this was thus associated with prevalence of hypertension (odds of 2.74) compared to those without chronic noise stress.

**Key Issues relevant to study**

- Ethnocentrism
- Usefulness
- Methodological issues of using self-report measures
- Reliability & Validity (control of confounding factors)
### Key Research: Czeisler et al. (1982)
Rotating shift work schedules that disrupt sleep are improved by applying circadian principles

<table>
<thead>
<tr>
<th>Method / Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experiment using a matched groups design with comparable jobs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 male rotating shift workers, age 19-68 (mean 31.4).</td>
</tr>
<tr>
<td>Control group of 68 male non-rotating day and swing shift workers with comparable jobs Aged 19-56 (mean 27.3).</td>
</tr>
<tr>
<td>All participants selected from the Great Salt Lake Minerals and Chemicals corporation in Utah.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 Rotating shift workers by phase advance – rotated 8 hour shifts every 7 days – thus continuing on their normal work shifts:</td>
</tr>
<tr>
<td>Shift 1: 12am – 8am</td>
</tr>
<tr>
<td>Shift 2: 4pm – 12am</td>
</tr>
<tr>
<td>Shift 3: 8am – 4pm</td>
</tr>
<tr>
<td>52 rotating shift workers by phase delay – rotated shifts above but changing once every 21 days.</td>
</tr>
<tr>
<td>Each worker was given self-reports on health measures, sleepiness and schedule preference.</td>
</tr>
<tr>
<td>Nine months after implementing new schedules, staff turnover and plant productivity (potash production) were analysed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response rate was 84%</td>
</tr>
<tr>
<td><strong>Pre-change shift:</strong> Rotating shift workers reported significantly more problems with insomnia than the non-rotators. 29% rotators reported falling asleep at work at least once in past three months.</td>
</tr>
<tr>
<td>Workers clearly preferred phase delay shift, with complaints of schedule dropping from 90 to 20% among those on the phase delay shift. This was associated with a reduction of staff turnover and increase in the production of work. This increase in productivity was maintained into the harvest season.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work schedules that rotate by phase delay with an extended interval between each rotation are most compatible with the properties of the human circadian timing system. However any new schedule must take into consideration the nature of work and the needs of workers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Issues relevant to study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Differences</td>
</tr>
<tr>
<td>Ethics</td>
</tr>
<tr>
<td>Methodological issues with self-reports on the job</td>
</tr>
<tr>
<td>Individual vs Situational factors in effects of shift work</td>
</tr>
</tbody>
</table>
Appendices

Topic Three: Recycling and other Conservation behaviours


Method / Design
Quasi experimental method using direct behavioural observations and survey data. Independent groups design used where each household was allocated to one of three conditions for message source and one of two for message framing.

Participants and Sampling
140 households were used to collect data in a north-eastern community in New York State. Quota Sampling was used to ensure the representation of multiple neighbourhoods and diverse socio-economic characteristics. 57% of respondents were female, age 19-65.

Procedure
Data collection: students observed and recorded contents of household's recycling bin. The following day, they left a message (different conditions below) at front door. Following week, observation took place again. The day after, a questionnaire was delivered to household that asks subjects to evaluate the truthfulness of certain statements about recycling behaviour with a 7 point scale and also made use of semantic differential scales to measure attitude towards recycling.

Message sources: advertisement, newspaper article, personal letter from acquaintance

Message framing:
Positive – environmental benefits, savings to community and person satisfaction.
Negative - described risks of failing to recycle.

Results
Positive appeals gave most favourable levels of beliefs towards recycling, particularly when with personal and advertising message sources.

Greatest increase in recycling behaviour came from the negatively framed message when presented by a personal acquaintance.

Conclusions
Consumer response to appeals to increase compliance to community recycling programs is complex. Consumers have a preference for positively framed messages with the advantage that it is more believable.

The credibility advantage of news organisations is that when presenting a negatively framed message it enhances the believability of its claims and overcomes any adverse effects.

The use of advertising space to promote socially responsible behaviour rather than a product gives it more credibility.

The obvious advantages of recycling are the long term environmental benefits so personal consequences will have less impact.

Key Issues relevant to study
Methodological issues (especially those linked to observations and self-reports)
Usefulness
Ethics
Individual and Situational explanations
Key Research: Drews and Doig (2013) - Evaluation of a configural vital sign display for intensive care unit nurses.

Method / Design
A Configural Vital Sign (CVS) display developed based on studies of the cognitive work of ICU nurses.
An independent measures design with the CVS display condition vs control traditional display.

Participants and Sampling
42 Intensive Care Unit (ICU) nurses with a minimum 1 year experience interpreted hypothetical patient data. 21 nurses assigned to each condition. 69% of nurses were female with an age range of 25-64.

Design of CVS / Procedure
The CVS display: Selection of variables to be included in the CVS display was based on ICU standard of care and included systolic, diastolic and mean arterial blood pressure, heart rate and blood oxygen saturation. The goal of the CVS was to facilitate detection of abnormal trends in vital signs data.
Based on interviews with nurses and data visualisation experts – the design requirements for the CVS included trend data, variability data reflecting changes in patient’s vital signs, reduction of visual clutter and colour coding and geometric shapes to convey vital sign changes.
Current State Object (CSO) represented the current patient state by its shape and spatial location in a space of vital signs values. The size of the shapes and their relative position within the CSO demonstrate key information about the patient’s current state and its extent of variability. Different colours were used to represent blood oxygen saturation.

Traditional display: simplified version of an ICU display that consisted of the "numerical data" section of the CVS display as a primary display. On request participants had access to trend information (not on main screen like CVS).

Four patient ‘hypothetical’ scenarios were developed to test speed and accuracy of accessing patient data using either of the display units. Scenarios were the same for all participants but their presentation order was randomised. Scenarios were based on: Early sepsis, septic shock, pulmonary embolus and a control stable scenario.
Simulation took place at the University of Utah with a 20 minute training in the display unit. Participants were given five minutes to complete each scenario.
Primary measures included the response time to come to an assessment and accuracy of data interpretation.

Results
Participants in the CVS display condition identified the patient’s state more rapidly than the control condition using the traditional display. This was found to be a 30% improvement in response time to the CVS display.
Nurses using the CVS display also correctly identified the patient’s condition more frequently than the control condition. Statistically significant differences were found for two out of the four scenarios.
Nurses rated the CVS display as having a lower mental demand than the traditional display.

Conclusions
Providing patient information in a CVS display that uses techniques of graphical display, colour coding and geometric shapes, improves speed and accuracy of data interpretation in the nurses who use it. The introduction of such displays into clinical monitoring thus has potential to improve patient safety.

Key Issues relevant to study
Ethics (positive)
Ecological Validity and mundane realism
Counter – balancing and methodological issues
Usefulness
Appendices  Topic Five: Psychological effects of built environment

**Key Research: Ulrich** (1984) - View through a window influence recovery from surgery.

**Method / Design**
A field study where patients are matched into two groups of a view of either 'natural scene' or 'brick wall'. Matched on sex, age, smoking status, weight, year of surgery and floor level. A 'blind' design used where the recovery data was extracted by a nurse who was unaware of the different view of patient's records.

**Participants**
Records of recovery taken from patients who had undergone gall bladder surgery at a Pennsylvania hospital. Patients between 20 – 69 years and no history of psychological disturbances. Final database consisted of records of 46 patients grouped into 23 pairs (15 female and 8 male).

**Procedure**
Data collected between 1 May and 20 October 1972 – 1981. Records of patients assigned to rooms on second and third floors where windows either looked out on a small stand of deciduous trees or a brown brick wall. The same nurses were assigned to all rooms on each floor. All rooms were identical other than the view in terms of arrangement and physical characteristics. The only thing that differed was the view seen through the window, visible whilst laying on the bed. Five types of information taken from each record: length of hospitalisation (days), number and strength of analgesics required each day, number and strength of anxiety medication per day, minor complications and all nurses notes relating to patient's condition.

**Results**
Patients with the window views of the trees spent less time in the hospital than those with views of the brick wall (7.96 vs 8.7 days). Nurses comments were categorised into positive (e.g in good spirits )or negative (e.g. upset). More negative comments made on patients with brick wall (3.96 compared to 1.13 with the tree view). On days two to five, tree view patients took fewer pain doses than those in the wall view group but there was no significant difference in anxiety medication.

**Conclusions**
Patients with the tree view had shorter post-operative stays, fewer negative comments and took fewer strong pain doses of medication. The natural scene through the window thus had some therapeutic influence. It must be noted that the 'built' view in this study was monotonous and thus conclusion cannot extend to all urban views that may present a lively city view.

**Key Issues relevant to study**
- Methodological issues
- Generalisability
- Usefulness
- Ethics
- Individual and Situational debate
Key Research: Wells (2000) - Office clutter or meaningful personal displays: The role of office personalization in employee and organisational well-being.

Method / Design
Survey based study with five out of 20 companies also participating as case studies where employees were interviewed about importance of personal items and effects on well-being. Observation checklist used to check number of personal items.

Participants & Sampling
Survey of office workers at 20 companies in Orange county, California. Recruited from 2000 companies participating in a small business project.

20 companies included two manufacturing companies, two real estate agencies, a law firm, a car dealership and so on.


Procedure
Employee Survey:
Section One examined workspace personalisation and consisted of number of personal items displayed, types of items displayed, degree they would like to display items but are not allowed, extent of workspace arrangement, reasons for personalising workspace or not and the extent of personalisation of team spaces.

Second section assessed satisfaction with physical work environment (using 5-point rating scales).

Third section assessed job satisfaction (five point rating scale).

Fourth section assessed wellbeing using general well-being questions such as “how do you feel about your life as a whole?” on physical and psychological well-being.

The fifth section of the survey assessed employee perceptions of organisational well-being including social climate, moral and productivity.

The sixth section assessed personality traits and need for affiliation, privacy and creativity.

Results
Men and women personalise for different reasons with women using it to express identities and emotions and men to show their status. Women also displayed more items than men (11.2 vs 7.68 avg items). The interview data supported the view that personalisation was more important to women for general well-being.

Most people display symbols of personal relationships (68%) with the lowest being music (3%).

Personalisation is significantly associated with satisfaction of work environment but this was not found with personalisation of team spaces. Satisfaction with physical work environment was also positively associated with job satisfaction.

Companies that allow more personalisation have a more positive organisational climate.

Conclusions
The difference in importance of personalisation to men and women may be due to the needs related to it, for example women who have traditionally been homemakers feel more of a need to make their environments at work comfortable. Women may also feel more of a need to express their identities as the workplace has a male aura.

Business managers may benefit from this study by realising that people want to personalise their workspaces and restricting this may be inimical to reduced satisfaction of the work environment and job.
We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send.' Thank you.