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Conference Abstracts (ordered in presenters first names)

Motivational interviewing in health care: Strategies for evoking and strengthening employee's motivation toward change

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Background

Within the field of Industrial and Organisational Psychology, facilitation of change in the healthcare context has captured the interest of researchers and practitioners for many years. This presentation will appeal to a range of practitioners who want to enhance their knowledge of facilitating employees' motivation toward change capitalising on the current research in the field of Motivational Interviewing as part of their ongoing professional development. Motivational Interviewing is not a technique, but rather a collaborative, goal-oriented style of communication that incorporates the language of change. However, little is known about the effects of Motivational Interviewing on facilitating a planned change process in health care organisations which constitute complex adaptive systems with components that interact and connect with each other in unpredictable and unplanned ways.

Aim

Aims of this presentation are: to familiarise participants with the characteristics of complex adaptive systems; to provide an understanding of the theoretical basis of Motivational Interviewing; and to provide specific practical Motivational Interviewing strategies for evoking and strengthening employee's motivation in the context of complex adaptive systems.

Approach

Four core Motivational Interviewing strategies will be focussed on in this presentation: asking open-ended questions, affirming, reflecting, and summarising. Participants will learn through experiential and collaborative learning experiences using pair, group work, practical role-play, video vignettes and case examples to stimulate group discussions and problem-solving.

Conclusion

By the end of this presentation, participants will be able to demonstrate an understanding of theory relating to complex adaptive systems and demonstrate a beginning ability to apply basic Motivational Interviewing strategies for strengthening employee's motivation for change.

A peak into Mental Health within the New Zealand workplace

Bridget Jelley and Ance Strydom
The Effect

Although mental health is gaining increasing attention in the national agenda, it appears that the issue of employee mental health is much less visible despite being critical to organisational effectiveness. Given the paucity of New Zealand-focused formal research on employee mental health, the purpose of this study was to gain a snapshot of the current state of mental health within New Zealand organisations. A convenience sample of New Zealand employees (N=150) across a wide range of industries and locations was surveyed. Data collected examined a range of organisational and individual indicators, including the type of mental health information collected as well current workplace mental health practices. Individual level data explored personal experiences of mental health and its implications in the workplace. The findings indicate that organisations tend to focus more on the collection of administrative data (e.g. turnover) than on measurement of employee mental health markers. Results further show that while most organisations did provide well-being services to its employees, they often failed to evaluate the effectiveness of these services. The majority of the sample reported experiencing extreme stress. Of those reporting extreme stress, most identified work as a contributing factors. This stress was perceived to have impacted substantially on their mental health and work related behaviours. Overall, the findings highlight that organisations are falling short in their duty to protect employees from psychological harm in the workplace. Given the potential response bias introduced through the sampling method, the results of this study should be interpreted with caution. Even accepting likely bias concerning individual reporting in this type of study, the extent of reported individual distress demonstrates the very real effects of mental health consequences for employers and businesses in New Zealand. This information flags to organisations the potential gaps

Mindfulness for Performance

Campbell Thompson
Senior Psychologist - Lead for Athletics, High Performance Sport New Zealand

mPEAK is an intensive course in mindfulness training to support people achieve their goals, both personal and professional, as well as attain new levels of performance and success. This cutting-edge 3-day intensive training program is built around the

latest brain research related to peak performance, resilience, focus, and “flow”. Campbell Thompson will run through some of the latest research in peak performance and how he is applying mPEAK principles to support NZ Athletics athletes.

How great can we be? Understanding the relationship between Māori identity and perceptions of well-being

Carla A. Houkamau

University of Auckland Business School, University of Auckland, New Zealand

How does cultural identity matter for Māori economic decision-making? How do definitions of well-being vary within the ethnic group Māori? This presentation draws on data from two studies 1) Taking control: Māori Responses to Money Management, Wealth and Savings/Taking Control, and 2) The Māori Identity and Financial Attitudes Survey/MIFAS. Taking Control was a qualitative and diary-based study in which Māori adults (n=20) spent 12-14 weeks keeping daily records of their spending behaviour and emotional responses to financial decision making. Additional qualitative data gathered from participants provides rich insights into the complex emotional and cultural relationship participants have with money, wealth and savings. The MIFAS is a nationwide longitudinal quantitative study of Māori adults that aims to correlate personal cultural beliefs and practices to economic choices (n=7019). The MIFAS is the largest and most intricate analyses of Māori economic perspectives to date. This paper describes the theoretical underpinnings of Taking Control and the MIFAS in Identity Economics and explains how data gathered from both studies help to explicate the relationship between Māori identity, well-being and economic decision-making. Using Houkamau and Sibley's Multi-dimensional Model of Māori identity (MMM- ICE) as a framework and drawing from the MIFAS data set and Taking Control narrative data, the paper identifies systematic differences in Māori economic beliefs and relates these to various aspects of Māori cultural identity. Significant intra-group diversity is evident, yet powerful cultural values remain influential within the Māori world. The complicated intergenerational impact of colonisation and associated historical trauma will be addressed and examples of resilience and thriving in the face of diversity will be outlined.



Carla is an Associate Professor in the Department of Management and International Business and Director Mira Szászy Research Centre at the Auckland University Business School. Her research using the Multidimensional Model of Māori identity and Cultural Engagement (MMM-ICE) has been recognised nationally and internationally for advancing ethnic identity research using psychometric measures and large samples. Carla currently leads the Māori Identity and Financial Attitudes Study (MIFAS), the largest longitudinal study of Māori financial attitudes and economic values in New Zealand. Grounded in identity economics, the

MIFAS collects data on education, micro-economic behaviour, personality traits and cultural values among Māori to elucidate why, when and how identity matters for economic choices. <https://www.psych.auckland.ac.nz/en/about/our-research/research-groups/maori-identity-financial-attitudes-study.html>

Error feedback and error framing in training and learning

Dianne Gardner
Massey University

Errors are everywhere. Even experts make them, although not at the same rate as non-experts and not the same types of error. Errors prompt anxiety and rumination but can also improve learning and performance. What can we do to make errors more useful? Part of the answer lies in the ways we frame errors and another part lies in the way we design the feedback that errors provide. We carried out two studies into the value of feedback about errors when learning a complex novel computer-based task. The first study (48 participants: 19 men and 29 women) examined the optimal amount of detail to be provided in feedback about errors. The simulated task provided the researchers with data on performance and strategy; questionnaire data were collected on self-efficacy and learning. Participants were randomly assigned to one of the three feedback conditions. We found that diagnostic feedback, with information on errors and how to correct them, led to better task performance, but not better learning, than performance scores alone or feedback that simply signalled that errors had occurred. Learners with high self-efficacy showed high performance in all conditions, but for those with low self-efficacy, diagnostic feedback was essential. The second study (75 participants: 39 men and 36 women) used the same task and measures to examine whether framing errors as positive opportunities to learn or as barriers to learning interacted with the nature of the feedback to affect learning. Framing instructions were presented on-screen to participants during the task. Positive framing helped those with low self-efficacy but for those with higher self-efficacy it was better to encourage error avoidance. The implications are discussed.

[Can you hear that whistle blow? Hearing concerns safely at work](#)

Frank O'Connor
Moa Resources

Listening isn't easy when whistles blow in high-risk workplaces. But we need people to raise concerns about potentially unethical or illegal conduct. A practical session about how to assure confidentiality and protection from retaliation or harassment when someone speaks up about a concern. Drawing on what has mattered to client organisations, we look at common concerns, employer and service user goals, and practices that get results. Employer investigations involve a lot of time and cost, which need to be justified. User satisfaction is essential to a durable service, but expectations vary widely and some cannot be met. Evaluation shows users can be very satisfied with investigation outcomes that weren't in their favour, if the service keeps them informed and they feel heard.

Challenges to explore include: screening calls (malicious or inappropriate behaviour occurs, as does mental illness or extreme views); taking sufficient details if anonymity is sought (without identity, some investigations fail); secure report lodgement (by phone in case of immediate risk of harm to individual[s] or significant assets); fee structures (including compensation for 24x7 cover); user and employer satisfaction (commercial effectiveness doesn't correlate with user satisfaction, but good questions get high satisfaction survey response rates (more than half of all users to date) and evaluation tests linkages between concerns raised, outcomes communicated and service satisfaction rating.

Most importantly, what works, when, for whom?

[Using Buddhist Psychology in Executive Coaching](#)

Iain McCormick and Stewart Forsyth
Executive Coaching Centre

Buddhism predates modern psychology by several thousand years, yet it provides insights into dealing with twenty-first century living that can be incorporated into executive coaching. A Buddhist-inspired framework for dealing with difficult emotions (Szczygiel, 2015) suggests that four concepts are particularly helpful in this: Sitting With, Middle Path, Healthy Interdependency, and Compassion. Sitting with simply means that the coaching client is able to be present with his or her actual, direct, typically painful, emotional experience. It is closely related to mindfulness (being in the moment) and is important because it aims to overcome the powerful reinforcing aspects of the avoidance of painful emotions. The Middle Path encourages the coaching client

to find a balance between holding on and letting go, between rigidity and flexibility. It challenges the client to give up false dichotomies such as good or bad, positive or negative. This is particularly with reference both to their inner emotional life and to important others, often persecutors or intimidators, in their present and past. Healthy interdependency is the ability of the client to find a healthy balance between being a self-determining, free individual yet to rely on the kindness, warmth and concern of others. It involves the client accepting his or her own unique individuality while appreciating the impact others have on their development and effectiveness. Compassion can be defined as the acceptance of and sensitivity towards the suffering of oneself and others. It motivates clients to take action to help the physical, mental, or emotional pain of others and themselves, while ensuring they do not become overwhelmed by such difficult emotions. Case studies are presented of clients who used these concepts to deal with past trauma and present issues and enrich their lives.

[Enhancing personal welfare through career guidance - a position paper](#)

James Athanasou,
Associate Professor at the University of Sydney

Background

The role of career guidance in vocational psychology is a prisoner of its past but a common and continuing thread has been that it is a professional area that brings together knowledge of psychology, education, training and the labour market for the benefit of the individual.

Aim

The emphasis in this paper is on the fundamental intention of career guidance to ensure that *ceteris paribus* the individual maximises their lifelong career satisfaction.

Main contributions

The initial focus in this paper is a selective discourse on some key contemporary issues that plague career guidance services. These issues span the breadth of the field. There is scope for professional guidance services in a changing, complex, competitive and at times unforgiving labour market. Examples are provided of 17 imperfections of the world of work where guidance may assist.

Conclusions

Without ignoring the need for social or governmental action, the paper concludes with a personal manifesto for providing support at the individual level. It is asserted that the individual has a right to guidance in order to improve quality of life. A listing of 25 working principles of career guidance practice is introduced.

Application of Neuropsychology feedback devices to support performance and wellbeing

Jason Yuill Proctor

Lead Psychologist for Rowing, High Performance Sport New Zealand

Live Neurofeedback is becoming more accessible and affordable but does that mean it can help performance or wellbeing? One of the risks of working with technology is that encourages people not to do the work on their themselves believing the tool will do it for them. This presentation will look at some of the pros and cons of using neurofeedback devices and a working example with the NZ rowing team.

[We've got diversity! Now how do we make it work?](#)

John Eatwell,

Director Strategic Talent

Encouraging diversity can yield significant benefits to organisations in terms of increased innovations, different perspectives and better matching of organisations services to clients needs. However, the benefits of diversity come with increased conflict which can be destructive and shut down the sharing of ideas. This paper aims to outline the key research around the benefits of diversity, the potential problems that also comes with increased diversity and how to unlock the benefits of diversity. Potential tools and approaches to increase collaboration will be outlined. This paper will summarise key research and facilitate discussion with the audience. Diversity is good for organisations but needs to be managed to produce the benefits and minimise potential downsides.

Diversity and Inclusion Audit

John Eatwell and Tara Longley
Strategic Talent

Ravensdown Ltd is working to encourage diversity in its workforce, from directors right through the organisation. Research has found increased diversity can be very beneficial for organisations in terms of innovation and being more aligned to their customers needs. They have some targets around gender diversity but want to expand their approach to be more inclusive of all peoples. The aim of this project was to assess whether the organisations strategy, policies and approach to attraction, recruitment and selection supported its diversity goals. This paper will present this as a potential framework for other practitioners to use to improve diversity in workplaces. The project included an audit of the strategy, policies and recruitment systems; talking to key internal customers, members of the HR Team, successful candidates and those that withdrew their applications during the recruitment process; and a comparison with key research on creating more diverse and inclusive organisations. A number of key findings and recommendations will be presented in all areas of the process. Reviewing strategies, policies and recruitment systems with a diversity and inclusion lens could provide key improvements for organisations in increasing the diversity of people and ideas.

Own the Moment A framework to optimal functioning when it matters most

Kylie Wilson
Head of Psychology, High Performance Sport New Zealand

Pinnacle event reviews have highlighted the importance of factors beyond technical and tactical skills in producing personal best performance when it matters most. Consultation with different groups within the High Performance system have led to the identification of key qualities, which when developed and supported, increases the likelihood of performing when the pressure is at its highest. These qualities are applicable to all pinnacle event performers, including athletes, coaches and support personnel.

Selecting and developing diverse talent - how to break down barriers to inclusion in organisations

Matthew Callow and Georgina Kirk,
Hudson Talent Management

Diversity and inclusion (D&I) is high on the agenda for leading organisations, but many are failing to put it into practice effectively. We know that by enhancing D&I we can lift overall business performance, enhance our employer brand, work in a socially responsible way and impact lives of individuals through meaningful employment. As experts in designing and delivering market-leading solutions throughout the employee life-cycle, Hudson understands that success means taking steps to attract and retain diverse populations, and enhance inclusiveness. Through our extensive experience in this area, we are well placed to deliver an interactive 1-1.5 hour workshop demonstrating our experiences in designing and delivering selection processes and development programs targeted toward enhancing D&I. Key objectives for the workshop are to:

- Examine how you combine best practice solution design while at the same time enhancing D&I outcomes.
- Present case studies of how our clients have undertaken a best-practice approach to selection and development while maintaining a focus on D&I objectives.
- Facilitate discussions with other practitioners about their D&I goals, how they are working to achieve these and challenges they have encountered along the way.
- Introduce our model for working with clients to achieve these outcomes.

Our presentation will workshop how others in the HR and I/O Psychology field balance best practice requirements in the assessment and leadership space with the need to work to achieve further diversity and enhance inclusion. At Hudson, our model for D&I starts and ends with our vision: Applying our expertise to promote and lead best practice D&I solutions, driving inclusiveness so everyone can contribute and feel valued at work. We aim to integrate this in everything we do and look forward in the opportunity to showcase examples, as well as map out a model and share experiences to aid practitioners in the various stages of their D&I journey.

Insights from a Psychology Contractor in Sport

Natalie Hogg

Clinical Psychologist, HPSNZ Contractor

Natalie Hogg is a clinical psychologist who has been supporting elite, professional, semi professional and amateur athletes in Wellington including teams such as Wellington Hurricanes and the Pulse. Natalie will discuss her insights from working within these different environments and life as a contract psychologist for HPSNZ.

[How Humans Evaluate Each Other—and How We Can Be Better, Together](#)

Susan T. Fiske

Princeton University, USA



People evaluate each other—as individuals or groups—and react accordingly. To navigate the social world, we primarily decide whether another has cooperative intentions (warm, trustworthy, friendly) and can act on those intents (capable, assertive). By different names, warmth and competence appear to be universal, with variations, over place, time, and levels. Warmth-by-competence maps reflect ingroup loyalty (pride) and outgroup dehumanization (disgust), but also outgroup ambivalence (envy, pity). The shape of this warmth-competence space depends on inequality, peace and conflict, diversity and contact. Data illustrate from surveys, cultural comparisons, online and lab experiments, neural signatures, and natural language analysis; some include adversarial collaboration. Beyond documenting distinct stereotypes, prejudices, and discrimination, the framework also shows how societies overcome them, together.

Susan T. Fiske is Eugene Higgins Professor, Psychology and Public Affairs, at Princeton University (Harvard University PhD; honorary doctorates: Université catholique de Louvain- la-neuve, Universiteit Leiden, Universität Basel, Universidad de Granada). She investigates social cognition, especially cognitive stereotypes and emotional prejudices, at cultural, interpersonal, and neuro-scientific levels. Author of about 400 publications and winner of numerous scientific awards, she has been elected to the National Academy of Sciences.

Sponsored by a Guggenheim, her Russell-Sage-Foundation book is *Envy Up, Scorn Down: How Status Divides Us*. Her trade book is *The HUMAN Brand: How We Respond to People, Products, and Companies* (with Chris Malone). With Shelley Taylor, she wrote five editions of a classic graduate text: *Social Cognition*, and solo, four editions of an advanced undergraduate text, *Social Beings: Core Motives in Social Psychology*. She has edited volumes on social cognition, nuclear war, racism, sexism, classism, social neuroscience, psychology in court, research ethics, and science making a difference. She currently edits for *Annual Review of Psychology*, *PNAS*, and *Policy Insights from Behavioural and Brain Sciences*.

Her graduate students arranged for her to win the University's Mentoring Award; international advisees arranged for her to win the Mentoring Award from the Association for Psychological Science.