Book of Abstracts

Presentations

INV-SPK-01: 1

The Past 10 Years of Positive Psychology, and its Limitless Future

Mihaly Csikszentmihalyi

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In this opening address, co-founder of Positive Psychology Mihaly Csikszentmihalyi shares his perspective on the Universe and our conscious being and becoming within it. While recognized as a world-class scholar of engagement and eudaimonia, few have contributed more to our understanding of why these desirable states are still much too rare in human lives around the world.

POS-01: 1

A Population-Based Study of Maternal Well-Being During Pregnancy and Three Years Postpartum

Gunvor Marie Dyrdal[1], Espen Røysamb[1,2], Ragnhild Nes[2], Joar Vittersø[3]

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POS-01: 2

Learning Activities and the Experience of Students and Teachers: a Synchronous Study with ESM

Raffaela D.G. Sartori, Antonella Delle Fave, Marta Bassi

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POS-01: 3

A Study of the relationship between the Teachers' awareness of School Culture, Creative Personalities and Creative Teaching

Yi-Ling Yeh

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POS-01: 4

The importance of feedback in the workplace

Laurel Devina Edmunds, Jessica Pryce-Jones

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POS-01: 5

Savoring: A Path to Greater Wellbeing in Adolescence

Erica Denise Chadwick, Paul Easton Jose

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POS-01: 6

Human strengths and life satisfaction in adolescents

Montserrat Giménez[1], Gonzalo Hervás[2], Carmelo Vázquez[2]

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POS-01: 7

Vitality/well-being as a constituting factor of personality resilience

Iva Solcova[1], Vladimir Kebza[2]

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Improving subjective well-being of elderly people living in retirement communities

Maria Dolores Avia[1], Maria Luisa Martinez-Marti[1], Ines Carrasco[1], Maria Angeles Ruiz[2]

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Become more optimistic by visualizing a best possible self: Effects of a single and repeated-sessions intervention

Yvo Meevissen, Madelon Peters, Hugo Alberts

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POS-01: 10

Work for a living, or living to work in Europe?: A cross-country analysis of the impact of work experiences over subjective well-being.

Cristina Simon, Wolfrang Cardenas

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Effects of motivation and attributional style on children` school achievement and mood

Ruxandra Loredana Gherasim, Simona Butnaru, Luminita Mihaela Iacob, Nicoleta Popa

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Altruism in primary schools

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The adult trait hope scale: Psychometric properties with Portuguese adolescents

Susana C. Marques[1], J. L. Pais-Ribeiro[1], Shane J. Lopez[2]

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POS-01: 14

Positive cognitive bias and emotional well-being among Danish and Spanish women

Pilar Sanjuán[1], Kristine Jensen de López[2]

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Mind vs. Body: The relative impact of mental vs. physical disorders in people's well-being
Carmelo Vázquez, Gonzalo Hervás, Juanjo Rahona, Diego J. Gómez-Baya
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The Mindful Workplace: Mindfulness and Integrative Employee Well Being
Michelle K. Duffy, Theresa M. Glomb, Joyce E. Bono
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Health-supportive Behavior and Life Style of University Students
Jaroslava Dosedlová, Zuzana Slováčková, Helena Klimusová
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Life satisfaction as predictor of decreased depressive symptoms in patients with ischemic heart disease
Mª Ángeles Ruiz, Pilar Sanjuán, Ana Pérez
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Mood repair, self-esteem and baseline levels of happiness as prospective predictors of subjective well-being
Natalio Extremera Pacheco, Desiree Ruiz Aranda, Rosario Cabello González, Vanessa González Herero
University of Málaga, Spain; nextremera@uma.es

POS-01: 20

A Study of On-line Savoring Activities for New Researchers
Tai-Chien Kao
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POS-01: 21

Effects of a program of emotional intelligence on the psychosocial well-being of adolescents
Desireé Ruiz, Rosario Cabello, Vanessa Gonzalez, Natalio Extremera
University of Málaga, Spain; desiree@uma.es

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Hope across the Life Span: A Cross-sectional Study
Susana C. Marques[1], J. L. Pais-Ribeiro[1], Shane J. Lopez[2]
[1]Porto University, Portugal; [2]Clifton Strengths School and Gallup, USA; dscmarques@mail.telepac.pt

An Exploratory Study of the Relationship between Emotion, Emotional States and Creative Writing Performance

Yu-Hua Chen

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Basic hope, critical life events and stress-related growth

Mariusz Zięba, Bernadeta Głębicka, Ewa Pudłowska

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Beyond individual: Gratitude in Social Network

Yen-Ping Chang, Lung Hung Chen, Yi-Cheng Lin

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Change of the task in education process: self-regulatory failure or self-regulatory success?

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Contemporary Role Models of College Students in Russia and the US

Irina Khramtsova[1], Tatiana Chuikova[2]

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Examining a mediation model in secondary school students: Perceived emotional intelligence as a predictor of satisfaction with life

Lourdes Rey Peña, Mario Pena Garrido, Natalio Extremera Pacheco

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Ideology: A blessing or a curse in times of extreme stress?

Lior Oren

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Influence of emotional regulation strategies on life satisfaction and subjective happiness

ROSARIO CABELLO, VANESSA GONZALEZ, NATALIO EXTREMERA, DESIREE RUIZ

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Positive psychology in a changing world: Barometers of change

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Say "Thank You" Loudly: Ambivalence over Emotional Expression Inhibit the Beneficial Effect of Gratitude on Happiness

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INV-SPK-02: Corey Keyes

Time: Thursday, 24/Jun/2010: 08:30 - 09:15

INV-SPK-02: 1

Stopping the Insanity: Promoting Positive Mental Health Is Sanity in a World Needing Better Mental Health

<u>Corey L. M. Keyes</u>

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It seems that everyone is familiar with the World Health Organizations' 1948 definition of health as not merely the absence of disease and infirmity, but also the presence of various forms well-being. Health has been viewed as a complete state for a long time. However, its positive side has not been taken seriously, and there was no body of empirical research that tested the hypotheses that flow from the complete state model. Public health policy aspires to create health in the population, but governments continue to direct all resources toward panaceas for reducing illness. Nations operate as if health were the absence of illness, that health and illness belong to a single latent measurement continuum. However, scientific evidence now supports the complete state model where mental health and mental illness belong to two continua: measures of positive mental health reflect a separate latent measurement continuum (the salutogenic factor) from measures of mental illness, which belong to a second latent measurement continuum (the pathogenic factor). Our latest research also shows that the two continua operates as the genetic level and explains why we observe the two continua at the phenotypic level in populations.

Nonetheless, there is a pervasive assumption that positive mental health is not useful. This attitude is expressed in the 4th edition of the influential text, *Mental Health and Social Policy,* which declared, without empirical support, that "Although the concept of positive mental health is one worth keeping in mind, it is not very helpful in classifying different persons, groups, or populations" (p. 2). Although healthcare costs are rising and mental illness is not declining (in all OECD countries) we want to believe that the current approach built on the single continuum model is correct. We are (mis)led to believe that the problem is that scientists do not know enough about mental illness, we do not spend enough on mental illness research or services, and what we know either does not get translated into practical solutions soon enough or those solutions are not accessible. In other words, continue to do more of the same thing and expect different results is the response of medical experts and governments to the problem of mental illness (Note: this is Ben Franklins definition of insanity!). Perhaps another problem is with our starting assumptions about health being more than the absence of illness.

Ask yourselves, "Is mental illness more serious than mental health?" "Is it enough that your government focuses its spending on seeking cures, treatment and protection from mental illness as the way towards achieving better mental health?" If your answers to both questions are yes, then Professor Keyes research and presentation should lead you to reconsider your position.

INV-SPK-03: Barbara Fredrickson

Time: Thursday, 24/Jun/2010: 09:15 - 10:00

INV-SPK-03: 1

How positive emotions work, and why

<u>Barbara Fredrickson</u>

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In her talk Barbara Fredrickson will share key insights from her groundbreaking work on positive emotions and discuss how positivity may be understood coherently, even in the context of negativity.

INV-SYM-01: 1

Methodology and evaluation

Michael Eid

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This symposium outlines key methodological issues in researching Positive Psychology. Like all new fields of scientific inquiry Positive Psychology has to prove its legitimacy and as a leading expert Michael Eid will focus on some of the most crucial methodological challenges ahead.

SYM-02: 1

Optimal Functioning and Health Promotion: Intervention and Social Policies

Antonella Delle Fave

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The mission of positive psychology is to promote individuals' and communities' optimal functioning through the identification and enhancement of existing resources and potentials. The health sector has been a privileged area of investigation in light of the WHO definition of health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The present symposium attempts to summarize the latest advancements concerning the promotion of well-being from the perspective of health professionals and institutions. Marten deVries focuses on mental health intervention in two different cultural contexts: the Netherlands and Kenya. The use of media is presented as a tool to enhance individuals' empowerment, resilience, and community participation. Patrizia Steca investigates the well-being of health professionals through recently developed Italian measures of key personal factors such as efficacy beliefs and coping strategies. Carmelo Vázquez analyzes the well-being of Doctors without Borders and explores the organizational and psychological factors related to their motivation and engagement in humanitarian activities. Antonella Delle Fave analyzes the role of optimal experience in influencing health professionals performance, relationships with patients and patients' well-being. Based on their findings, presenters highlight the crucial contribution of individuals and institutions in building a healthy society.

SYM-02: 2

Humanitarian aid and Positive Psychology: the case of MSF

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1. **Background**. Many humanitarian organizations working in the field are exposed to highly stressful situations. Médecins Sans Frontières (MSF), in operation since 1970, is a very well-known example. MSF provides assistance to populations in distress, to victims of natural and made-man disasters, and to victims of armed conflict. Every year, this organization holds 3,000 professionals out in the field to work alongside more that 30,000 locally hired staff. Yet, given the hard conditions under which MSF staff works, there is a growing concern in the organization to know more about vulnerabiliy and resilience factors in their own workers.
2. **Aims of the study.** We designed a study to explore which organizational and psychological factors are related to the MSF personnels motivation and engagement to their work.
3. **Methods.** We conducted a survey of MSF staff working in the field (n=220) under several MSF operational units (Holland, Belgium, and Spain) which included a number of questions on team climate, life and work conditions, perceived support from the organization, and sense of coherence among others.
4. **Results.** Our results showed that both the perception of a good team spirit and a sense of personal coherence with the work one is doing significantly predicted a perception of psychological growth.
5. **Conclusions.** Positive psychology may provide a very useful framework to organizations like MSF in several ways. An important one is to become positive organizations not only for the populations to whom they assist but also for their workers. Although often neglected in humanitarian organizations, it is important to understand that, to achieve the goal of getting stronger and healthier communities, after a disaster, we need organizations that take care of their staff and promote their wellbeing and resilience to stressful working and living conditions.

Minds and Media: The use of media in improving public mental health

__Marten deVries__

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Today, the human mind is perhaps under the greatest pressure since modern history began. The impact of our globalizing, highly interactive, communication dependent, knowledge economies and societies, on young and old alike, is great and increasing. While we face a century of overwhelming technological growth and potential welfare, our new world is challenged by the limits of human psychosocial adaptation. This is mirrored in high prevalence statistics for mental health problem, human suffering, delayed economic development and productivity losses. The human mind and media are today delicately interrelated, mass media and communication have become cornerstones of modern life. This contribution will present evidence that media is able to influence positive mental health. The presentation will focus on how multiple forms of media and creative broadcast formats, sensitive to local and SES conditions, when coupled with other social interventions, can impact mental health at the community and individual level. Through examples of international public mental health projects, this paper will demonstrate how the social discourse for improving mental health may be facilitated and mental health knowledge may be transferred to those who need it.

Quality of work, quality of relationships: the experience of health professionals

__Antonella Delle Fave__

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Background: Several studies in the domain of health psychology have highlighted that patients satisfaction with medical care is primarily related to the relationship with health professionals. Empathy and patient-centered communication are crucial factors to promote patients adherence and resource mobilization in every phase of treatment. The relationship with patients is also and important dimension of well-being and job satisfaction in the life of health professionals.

Aims: This study aimed at identifying the major aspects of well-being at work among health professionals, and their role in participants goal setting and in the relationships with their patients.

Methods: Data were collected among 60 physicians and 60 nurses working in Italian public hospitals. Participants completed Flow Questionnaire and Life Theme Questionnaire, which provide information on activities associated with optimal experience, perceived life influences, present challenges and future goals. A section of the Life Theme Questionnaire specifically addressed the work experience: job motivations, the most positive and negative experiences at work, suggestions for changes in job structure and organization were investigated.

Results: A relevant percentage of physicians and nurses identified their job as an opportunity for optimal experience, a major life challenge and a future goal. The relationship between work experience, work performance and the well-being of health professionals was also detected.

Conclusions: Doctors and nurses represent a primary resource for promoting community health. Their quality of experience at work has direct consequences on their performance and on the well-being of patients. In order to support engagement and self-determination of health professionals, the improvement of work environment and organization should be fostered. Relational awareness and competences should also be promoted, through educational trainings addressing the psycho-social dimensions of health, and the multifaceted components of the relationship with patients.

Well-being in Health Professionals. The role of Efficacy Beliefs and Coping Strategies

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Background: Health professionals have traditionally been considered at high risk of psychological disease, due to the several stressful situations doctors and nurses have to face in their daily work activities. A large attention has been specifically devoted to the burn-out syndrome and the identification of its antecedents in order to prevent professionals drop-out and health institutions bad functioning. In line with the positive psychology approach, recent findings among health professions have shown that ill-being (e.g. burn-out) is not simply the opposite of well-being (e.g. job satisfaction), and that different factors may be at their origin (Steca et al., 2008). Among personal resources promoting well-being and acting as protective factors against ill-being, efficacy beliefs and adaptive coping strategies play a pivotal role.

Aims: Aim of the present contribution is to investigate the influence of these personal resources on professionals well-being.

Methods: New measures were recently developed to assess self and collective efficacy beliefs and coping strategies specifically among health professionals. These were administered to 500 nurses and doctors voluntarily recruited in private and public hospitals in Italy. Participants also reported the perceived quality of their relationships with colleagues and patients, their job and life satisfaction, and job commitment.

Results: Results showed positive relationships among different dimensions of efficacy beliefs and coping strategies. Both sets of personal resources significantly influenced professionals well-being; in particular, a crucial role was played by collective efficacy beliefs.

Conclusions: Findings give new directions to public policy highlighting the importance of working on efficacy beliefs and coping strategies in both prevention and intervention programs.

SYM-12: When the balance is boring: It feels better when challenges are not matching skills

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

SYM-12: 1

When the balance is boring: It feels better when challenges are not matching skills

Helga Synnevåg Løvoll[1], Joar Vittersø[2]
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Flow theory predicts that the best positive emotions occur when the personal experience of challenges and skills are in balance. Flow theory also predicts that the quality of experience will rise when the balanced challenges and skills climb to a more advanced level. However, recent empirical findings question this prediction, providing support for an alternative *imbalance model*. The purpose of this study was to investigate how the interplay between skills and challenges can produce subjective experiences. The balance model and the imbalance model were tested against repeated on-site and follow-up data from 60 students who followed an outdoor recreation program running over two semesters at a Norwegian university college. The number of repeated measures was 750. Multiple regression analysis from three different approaches gave support for the imbalance model. Emotions like pleasure, happiness, engagement and interest were significantly stronger when skills were above challenges. Similarly, feeling free and being motivated were stronger when challenges and skills were in disharmony. The most profound effect was found for mastery. Challenges and skills were jointly able to explain more than 50 % of the variance in this variable (R^2= .53), with skills as the superior predictor (= .72, p= .000). The interaction between challenges and skills was negatively associated with mastery (= -.09, p= .009). The imbalance model confronts central assumptions of the flow theory, and the results will be discussed with reference to alternative theories of optimal experiences such as Eckblads' (1981) Scheme theory.

TS-01: Art and Artfulness

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

TS-01: 1

Harvard magic: An ethnographic study of the Arts in Education Program of the Harvard School of Education

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Harvard magic:

An ethnographic study of the Arts in Education Program

of the Harvard School of Education

By Ju-I Yuan

Professor and Ph.D.

National Taipei University of Education

The Arts in Education (AIE) Program offers a M.Ed. at the Harvard School of Education (Ed School), Cambridge, Massachusetts, United States. The Program was founded in 1996 under high expectation from American art educators. The present Taiwanese Professor of Art Education began an educational ethnographic research about the program during the summer of 1998. The fieldwork of the research lasted 10 years until the summer of 2008. More than 28 months were spent on-site over the decade. The purpose of the study was to understand the nature of teaching/learning at AIE from a cultural perspective. Ethnographic methods used include participant observation, interview, document collection and journal keeping, etc. After initial fieldwork during the first year of the study, a three-tier approach of inquiry was formulated to examine the program. The three tiers were: (1) Harvard as the synergy of three universes: the celebrity universe, the corporate universe and the holy-war universe; (2) AIE and the Ed School as a group of students, teachers and officers: (3) individual journeys, including the journey of 3 students and 1 instructor through the program and their life afterwards. With this framework of understanding in place, it was possible to see the AIE as an example of cultural performance embedded in a much larger context of Harvard. An interpretation of AIE teaching/learning was thus

produced with three parts. First, AIE education could be seen as a leadership education, in that it prevented the alteration of individual students original sense of mission as well as the possibility of negotiation, while at the same time adding new training in cognitive approach to art education. Secondly, AIE education was a part of the cultural production of Harvardians (or Harvard men, Harvard people) in that it solidified students identity with that of the university. Finally, by combining the leadership education and the Harvardian education, the individuals were able to progress from do Harvard to do world. Further implications could be made not only on the subject of art education but on American study, leadership training, cultural and cross-cultural study of education, higher education, and ethnographic study of educational institutions.

TS-01: 2

The artful school as optimal experience and learning

Tatiana Chemi

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The role of the arts in everyday life has been challenged in many ways by a large number of modernist and post-modernist experiments. At the same time paradigms of industrial efficiency have questioned the positioning of the arts in educational institutions, school settings and education in general.

These cultural and ideological developments have led to art perceived as obscure and provocative, and at the same time to a hierarchic and authoritarian school paradigm, causing deep concern within one of the richest areas of human expression: the arts as fundamental elements of being human and of development.

The above paradigms are contradicted both by artistic practices devoted to community building and social activism and by a pedagogy based on the ideals of wholeness (Dewey 1963, Gardner 1994, Perkins 2009, Eisner 2002), which are applied as theoretical references for this study. The aim of this research is to describe school practices, which integrate the arts in a general curriculum by bridging artistic crafts and cognitive reflection. The research questions are as follow:

Are there any examples of art-infused educational programmes or behaviours in Danish schools? What are their defining characteristics?

What are the strenghts and needs in this field?

Can Artfulness contribute to generating a culture of thoughtful thinking and behaviour in Danish schools?

How can Danish teachers imagine and design a prototype for optimal creative schools for their future?

The methods implied are essentially qualitative, drawing from ethnography and arts-based research (Knowles & Cole 2008), with distinct focus on the participative elements offered by action research (Reason & Bradbury 2001).

It is my hope that by the time of ECPP 2010 I will be able to disseminate the first tentative results of this ambitious project. My hypothesis is that Artfulness, defined as quality engagement in the arts, is the core of optimal development and learning. I define quality engagement as prolonged training in the arts, based on the arts inherent elements of cognitive intensity and positive emotions. Artfulness is a melting pot of cultural values, meaningful material artifacts, cognitive intensity and positive emotions, which are all held together by social relationships.

This study is a unique contribution in the fields of the arts within Positive Psychology, because of its integration of different theoretical paradigms, its focus on Positive Emotions and Flow, and its original data.

TS-01: 3

The need of approval and creativity in fine arts students: the banker paradox effect

Maja Stanko-Kaczmarek, Lukas Dominik Kaczmarek

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A good banker willingly gives credit to affluent clients who do not really need it, and resents supporting those who are in need. This co-called banker paradox might also reflect the position of artists who are in need of social approval. Creative people tend to be independent and nonconformist (Simonton, 2005). The systems model of creativity (Csikszentmihaly, 1999) distinguishes between those artists who invest more attention into the sphere of creativity and those who invest more into the field. It is assumed that investing larger amount of attention in the social context of creativity then in the work per se is related to higher level of need of approval feature.

The aim of the present study was to examine the relationship between need of approval and products creativity level in the creative process of young artists. In this study we hypothesized that (1) the need for social approval is decrimental for artistic performance in conditions facilitating intrinsic motivation, (2) the need for social approval is not related to artistic performance in conditions facilitating external motivation. The study was a part of a larger project, in which the effects of induced intrinsic and extrinsic motivation on creative process were explored.

33 female fine arts students (M=22.3 years old, SD=1.76) participated in the experiment. The creative task was to make a collage using pieces of paper of different shapes and colours. The creative products were assessed by 16 judges (professional artists) in accordance with the Consensual Assessment Technique (Amabile, 1983). Intrinsic and extrinsic motivations were induced by two types of instruction.

The experimental manipulation had a strong effect on the participants' motivation, t (34) = 2.04, p = .04, d = .68. As predicted, the need of approval correlated with the products creativity level (r = -.54, p = .03) in the intrinsic motivation group. In the extrinsic motivation group the correlation was non-significant (r = -.26, p = .30).

The results suggest that fine arts students who are less focused on social approval produce creative products assessed as more creative by professional artists. This shows the somewhat tragic position of artists high in social approval: the one who is in need does not get the credit, and the one who is not in need gets the credit. As a practical implication, it might be considered to emphasize the autonomy and emancipatory tendencies among fine arts students in the course of their education.

Qualitative Portraits: success and positivity reflected in times of change

Vicki Cope Cope

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Description in the everyday sense is the heart of qualitative research and if one could get the description right, efforts at field-based research would provide the basis for provocative analysis and interpretation. Description is an art and a science and seems to suffer more in the absence of the former, for it is an intuitive as well an objectifying act.

Portraiture is an art and a science, and is innovative to healthcare research (Lawrence -Lightfoot, 1983). It is an authentic representation of what one is seeing, with the creation of a written rather than conventional portrait. The written portrait is visual and thick with description setting a scene which is not only read but seen. This approach to research requires new directions in the collection of data because it requires not only a sense of what to observe and report, but exquisite judgment about what not to report, a keen sense of what is focus, what is periphery, and how to maintain perspective and balance between them. Portraitists seek to record and interpret the perspectives and experience of people, documenting their voices, their visions and their successes. The drawing of the portrait is placed in social and cultural context and shaped through interaction between portraitist and the participant, each negotiating the discourse and shaping the evolving picture.

This paper will describe the steps of the portraiture method as used in a research study undertaken of portrayals of nurses humour and resilience during their day-to-day work within Western Australian healthcare environments.

TS-03: Optimism, Gratitude, Elevation

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

The role of Aussie Optimism: Positive Thinking Skills in promoting positive psychology in primary school children : A 54 month follow up.

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Background

The Aussie Optimism: Positive Thinking Program (AOP-PTS) is an innovative curriculum-based mental health promotion program based on cognitive and behavioural strategies. This program was designed to meet the developmental needs of children in the middle primary school Years 4 and 5. This 10 Module program includes a facilitator's manual with learning outcomes, implementation notes, classroom activities, and all other resources needed to conduct these activities, including a student workbook with all the information and worksheets required by the students. In addiction a self-directed parent manual covering each of the key messages and incorporating practice of key essential components covered, in each of the ten modules using the same headings as the student manual will be included to be given to the family of each child.

Aims of study

The central aim is to investigate the efficacy of this program in preventing depressive and anxiety symptoms and disorders in middle primary school. Specific research objectives include: (a) Establishing baseline levels of anxiety and depressive symptoms and point the prevalence rates for depressive and anxiety disorders and the impact on related risk factors such as attribution style; (b) Training teachers to implement the AOP-PTS program as part of the regular health education program with Year 4 and 5 children aged 8-9 years; (c) measuring the immediate effect of the AOP-PTS intervention compare to usual care condition (d) measuring the short and long-term effectiveness at 6, 18, 30, 42 and 54 month follow-ups in term of mental health symptomatology, prevalence and onset of clinical disorders.

Method used

Twenty state primary schools were randomly selected to receive the program implemented by teachers or to a control condition involving their regular Health Education Curriculum. There were 435 children who participated in the intervention condition and 407 who were in control condition. The children were assessed in pre and post test, 6, 18, 30, 42 and 54 month follow-up. A range of instrument was used: (a) The Childrens Attributional Questionnaire (CASQ); (b) The Childrens Depression Inventory (CDI); (c) The Spence Childrens Anxiety Scale (SCAS) and (d) The Diagnostic Interview for Children and Adolescent IV (DICA-IV).

Summarise the results

Initial results showed that there was a significant difference in depression at post-test. The intervention group children were less depressed compared to the control group. Further, fewer children receiving the intervention (*n=3, 2.7%*) had developed depressive disorders (Major depression or Dysthymia) from pre to post-test, compared to those from the usual care condition (*n=9, 9.9%*).

Conclusion reached

These results provided early evidence that AOP-PTS is associated with resilience in children from low SES background, effective in promoting positive thinking and has the potential to prevent depressive disorders and decrease depressive symptomatology.

TS-03: 2

Optimism, gratitude, and "living life": Positive psychology in the 2003 Canberra bushfires and 2004 tsunami in Aceh

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This study uses the perspective of positive psychology to look into how survivors of the 2003 bushfires in Canberra, Australia, and the 2004 tsunami in Aceh, Indonesia, reflect upon their experience of going through disaster and its aftermath. It aims to identify positive psychological approaches used to deal with adversity, as presented by survivors themselves, and to enrich our cross-cultural understanding of positive psychology. This qualitative study applies in-depth semi-structured interviews, from which transcripts are generated and thematically analysed using NVivo software. Examples from the themes of optimism, gratitude, and "living life" are presented. For example, we discuss how participants presented ultimate optimism, the notion that there is an ultimate silver lining that transcends one's self, even in the direst and most painful of circumstances. We analyse how these themes are expressed and constructed within two contrasting social and cultural contexts and highlight the importance of a dynamic balance.

TS-03: 3

Does Perceived Emotional Intelligence, Optimism / pessimism and Functional social support predict Subjective and Psychological Well-being?

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In this research, relationships among Perceived Emotional Intelligence (PEI), dispositional optimism/pessimism, functional social support, subjective well-being (life satisfaction and happiness) and psychological well-being are studied in a sample of 259 undergraduates. Furthermore, the incremental predictive validity of the dimensions of PEI on subjective and psychological well-being by controlling socio-demographic variables, dispositional optimism / pessimism and functional social support (emotional and confidential support) are analyzed.

The dimensions of perceived emotional intelligence, dispositional Optimism / pessimism and functional social support showed significant associations in the expected direction with life satisfaction, happiness and psychological well-being. Subsequent hierarchical regression analysis confirmed that the components of PEI (Attention, Clarity and Repair) were significant predictors of subjective and psychological well-being. Emotional Clarity was one of the major predictors of subjective and psychological well-being. An analysis of variance performed by dividing the sample into high and low emotional clarity individuals found that those subjects with high clarity show higher levels of life satisfaction, happiness and psychological well-being, as well as lower levels of depression. The findings of this study support the consideration of PEI as a construct which is statistically predictive of individual differences in life satisfaction, happiness and psychological well-being.

TS-03: 4

Positive moral contamination and consumer behavior

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In recent years, public concern for moral aspects of consumption has grown. Consumers and marketers have begun to consider the moral reputation of a brand. Morality and the perception of moral behavior are closely linked to emotions. Elevation has been proposed as an emotion caused by the perception of moral beauty; social disgust, its emotional counterpart, results from the perception of socially repulsive behavior. Both emotions should play a major role in consumer decision making.

The aim of this research project is to examine emotional consequences of consumption that involves moral aspects. More precisely, we examine what happens if people become aware that their recently bought product was manufactured by a company that is involved in humanitarian projects or employee maltreatment. Research on mental contamination shows that moral feelings can transfer from a source to a person through mental contact. Just imagining to touch a vicious object can lead to feelings of disgust and behavioral tendencies to clean oneself. However, most studies have focused on negative feelings (e.g. social Disgust). One aim of this research project is to gather empirical evidence of positive contamination. If elevation is indeed the counteremotion of social disgust, people should feel better and show corresponding behavioral tendencies after the consumption of a positively contagious product. A second aim of this project is to compare actually experienced emotions with anticipated emotions to study whether people can foresee mental contamination. Research on affective forecasting suggests that people are able to predict the quality of a future emotion quite well, but sometimes make mistakes in predicting its intensity. If people underestimate the strength of negative contamination, this could explain why they keep consuming socially disgusting products; if they underestimate positive contamination, it could explain why they dont consume socially elevating products more often. In a series of experimental studies we aim to replicate the phenomenon of mental contamination within the consumer context and to extend the phenomenon towards positive contamination, considering experienced as well as predicted emotions. In an online pilot study we use scenarios to study the effects of positive and negative contamination on consumption tendencies. In two laboratory experiments we will examine in detail whether elevation (disgust) leads to positive (negative) contamination compared to a neutral control condition. While in study 1 we will focus on actual emotional experience, in study 2 we will ask participants to predict their feelings (Affective Forecast). The results will provide empirical data on positive contamination. Experienced and predicted affective consequences will be compared, considering also possible moderating variables. Finally, motivational tendencies resulting from both positive and negative contamination will be analyzed to draw conclusions about the behavioral impact of (im)moral consumption.

TS-03: 5

Letters of Gratitude: Further Evidence for Author Benefits

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This study examined the effects of writing letters of gratitude on three primary qualities of well-being; happiness, life-satisfaction, and gratitude. Participants wrote three letters of gratitude over a three week period in order to assess the influence of expressive writing on well-being. Non-clinical depression and state-trait levels of happiness were examined as mitigating factors. An analysis of Person-Activity Fit was also conducted to assess participant comfort level with the specific intentional activity of expressing writing. A two-way repeated measures ANOVA with a between factor (writers vs. non-writers) and within subject factor (time of testing) analysis was conducted. Results indicate-TBA.

TS-06: Health - Children and Adolescents
Time: Thursday, 24/Jun/2010: 10:30 - 12:00

TS-06: 1

Helping children BOUNCE BACK: a school system initiative

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Background

Young people face many challenges to their confidence and wellbeing. Concern for pupil health and wellbeing underpins the new national Scottish Curriculum for Excellence.

Meta-analyses of effective school-based programs for pupil wellbeing indicate the following active ingredients: early intervention in the primary years, universal whole school programs that are embedded in the curriculum and are underpinned by cognitive behavioural principles. The school wellbeing program titled *Bounce Back* (McGrath & Noble 2003) incorporates these active ingredients and focuses on building pupils connectedness to school and teaching resilience skills. The program incorporates 10 curriculum units based on positive psychological principles and includes the acronym Bounce Back to teach coping skills.

Aims

To evaluate the implementation of *Bounce Back* and its impact on pupil and staff resilience and wellbeing over two years in seventeen schools in the Perth & Kinross Council area of Scotland.

Methods used:

Pupils aged 6- 10 years completed measures of pupils classroom connectedness and resilience before the program and again at the end of two years. Focus group discussions on pupils coping strategies were run. Ongoing teacher feedback through staff and network meetings was collated, and staff also completed questionnaires about their own resilience and wellbeing.

Summary of results

Both staff and pupils indicate that the key messages of the Bounce Back acronym have positively influenced their capacity to cope with lifes challenges in a mid-point evaluation in 2009. The two year follow up data will be available for the conference paper.

Conclusions

This study provides direction on how a wellbeing and resilience curriculum based on positive psychological principles can be embedded in the curriculum, be taught by teachers and be implemented across a school system. The Bounce Back program won an Award for applied research in Community Psychology from the Australian Psychological Society.

TS-06: 2

POSITIVE HEALTH PROGRAM : DEPRESSION IN EARLY ADOLESCENCE

Lence Miloseva

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The background :

We grounded our research in the frame of cognitive behavioural theories of depression. The Penn Resilience Program (PRP) was inspired by cognitive-behavioural theories and treatments of depression, as well as by research on adolescent development. Several cognitive risk factors were implicated in depression, including negative self-schemas, stringent standards or dysfunctional attitudes , information-processing biases, and negative interpretative styles (Abramson, Metalsky, & Alloy, 1989; Abramson , Seligman, & Teasdale , 1978; Beck, 1967 ; Ellis , 1962).

The aims of the study:

The aimof this study is to present Positive Psychology Program and results of our one year experience and to contribute to the building of whole school approach and positive psychology preventive mental health problems model .

The methods used:

Based on Penn Resilience Program , we modify and create program for early adolescents: how to prevent depression .During one academic year we have implemented this program in four classes in one primary school . One hundredth and twenty , eight grades adolescents, at the age of 14 years, 56 boys, 64 girls, were involved .

Summarize the results / theoretical advancements

We conducted a pre & post survey .Childrens Attributional Style Questionnaire (CASQ, Seligman et al.,1996), was used in order to measure the optimistic and pessimistic level among students. According to the results gathered by the pre & post survey, we can see that there exist some changes in the childrens optimistic and pessimistic level.

The conclusions reached:

Keeping in mind that influence of other moderator variable are also present, we can notice and conclude that as a result of this program at the end of the academic year the optimistic level increases among both girls and boys. This is a good indicator and contribution in the developing of strategies and skills to prevent depression in schools.

TS-06: 3

Predictors of students' academic achievement and mental-health: A 2-year longitudinal study

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The present study aims to identify cross-sectionaland 2-year longitudinal predictors of academic achievement and mental-health among Portuguese students. A sample of 367 Portuguese middle-school students (53.1% females; age M=11.78 years, range 10-15 years) completed a questionnaire packet that included the Portuguese versions of the Mental Health Inventory-5 (MHI-5; Berwick et al., 1991), Childrens Hope Scale (CHS; Snyder et al., 1997), Students Life Satisfaction Scale (SLSS; Huebner, 1991) and Global Self-Worth Scale (Harter, 1985). Students academic achievement reports were obtained from school records. Participants were reassessed on three occasions separated by one year. Cross-sectional and longitudinal patterns of correlationsbetween academic achievement and positive psychology constructs and between mental health and positive psychology constructs are moderate and statistically significant, but only hope contributes significantly to the prediction of students academic achievement on the three occasions. Satisfaction with life and hope predict mental health in a single time point, 1- and 2-years later. Males scored significantly higher than females on mental health, and females scored significantly higher than males on academic achievement.

Gender moderates the relation between life satisfaction and academic achievement and the relation between hope and mental health.

Finding are consistent with expectation that hope is important for goal-directed behavior and support the importance of hope and life satisfaction in developing interventions to enhance academic achievement and mental-health. This study goes beyond previous ones by assessing cross-sectional and longer-term relationships providing a more comprehensive view of academic achievement and mental health reports.

TS-06: 4

Children's Self Presentation in Self-Related Narrative Texts

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This two-year study explored how ten first-grade children present themselves in four kinds of narrative texts related to self, including self introduction, personal narratives, self portrait with description and family portrait with description. The children were invited by their formal kindergarten teacher (the research assistant of this project) to narrative personal lives, to portray as well as to describe themselves and their family members monthly and to introduce themselves every two months. What is reported here is the initial result of one years data collection and analysis. It is found that the dominant theme of self-introduction is changes. These changes can be sorted into four types: physical change, changes signifying growing up, changes in ways of living, and changes in degrees of agency. When children were asked to talk about what kind of person they are, they seemed more comfortable than simply introducing themselves. These children talked about their own disposition, their actions, competence and expectations. Most of the responses were about what they did, rather than how competent they were. Only two children talked about how they expected themselves to be when growing up. Ironically, these two children came from a wealthy and a poor family respectively. When children were asked What will be included to write a story about you? the responses were more about how self would be evaluated by others and less about their own interests and characteristics. Regarding the self-portrait and its description, the result suggests slight gender differences. The themes of girls narratives include the desire to play, the uniqueness of self, getting along with oneself, experiencing life, encountering problems, acting according to adults expectations and loneliness. Both the portrait and the description showed that girls attended to the details of and their feelings about daily lives. In contrast, the themes of boys narrative were more limited. Boys tended to report what they did sequentially. However, both girls and boys showed great concerns on what they could accomplish in the descriptions. The analysis is still in process. The reported result shows we can and should attend to how children view and present themselves in narrative texts produced by themselves. These views and presentation could become an important base of education and might hint on the dynamics and new aspects of the local culture.

TS-11: Flow - Attention 1

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

TS-11: 1

Dispositional flow as a mediator of the relationships between attentional control and approaches to studying during academic examination preparation

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Previous studies identified some situational and dispositional factors that influence students approaches to studying when preparing for academic exams (Appelhans & Schmeck, 2002; Moneta, Spada, & Rost, 2007; Moneta & Spada, 2009). This study investigated how dispositional attentional control (Derryberry & Reed, 2002) and study-related dispositional flow (Jackson & Eklund, 2002) influence students approaches to studying. Based on information-processing theories (Mathews, Yiend, & Lawrence, 2004), it was hypothesized that attentional control would be positively associated with deep and strategic approaches to studying, and negatively associated with surface approach to studying. Based on flow theory (Csikszentmihalyi, 1990), it was hypothesized that flow would partially mediate the relationships between attentional control and approaches to studying.

A sample of 237 students in a London university completed the short, 18-item Approaches and Study Skills Inventory for Students (ASSIST; Entwistle, 2008), the Attentional Control Scale (ACS; Derryberry & Reed, 2002), and the Dispositional Flow Scale-2 applied to studying in general (DFS-2; Jackson & Eklund, 2002) one week before exams.

Regression analyses revealed that attentional control and flow are positive predictors of deep and strategic approaches to studying and negative predictors of surface approach to studying. Both Baron and Kennys (1986) four-step regression procedure and the Sobel test indicated that flow is a partial mediator of the relationships between attentional control and each approach to studying.

The findings of this study support the research hypotheses, and suggest that general and study-related voluntary control of attention foster adaptive study processes and prevent maladaptive study processes at a time studying has strong

potential to influence academic performance. The present study indicates for the first time that a broad marker of mental health, attentional control, is a precursor of a domain-specific marker of optimal experience, study-related dispositional flow, in influencing learning processes in a potentially stressful evaluative context.

Flow experience of Japanese junior high school students while attending classes and its effects on their attitude toward learning and academic performance

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Flow is an optimal state of experience in which an individual feels cognitively efficient, deeply involved, and highly motivated with a high level of enjoyment. Previous research has shown that experiencing flow is positively associated with commitment and achievement in academic work. More recently, we have further witnessed several attempts to apply flow theory to educational settings. However, these investigations have been conducted only in Western cultures, and not yet in non-Western cultures. Indeed, no such attempt has been made in Japan so far. In an attempt to bridge the gap between Western and non-Western cultures, this study examined how the flow experience of Japanese students while attending classes would affect their attitude toward learning and academic performance. Participants were a total of 359 Japanese junior high school students (167 males and 192 females). A modified version of Flow Questionnaire was used to measure the frequency of flow in class settings. To measure the students attitude toward learning, a scale was also administered, which was composed of 5 subscales, namely: motivation for learning, flexibility in thought and behavior, openness to new things, sense of the meaning of life, and future aim. These two measures were administered in February, May, and July 2009. In addition, at the end of all 4 classes of 3 normal days in the first term of the 2009 academic year (in June and July), the students were asked to fill out a Class Experience Form (CEF), which was designed to elicit information on their class activities, perceived levels of skills and challenges, and other psychological states while they were attending classes. Thus, each student evaluated at most 12 class experiences. Then, it was calculated what percentage of classes was classified as in the flow condition (high challenge/high skill), as well as each students average intensity of flow experience of the 12 evaluated classes, - the composite of a set of CEF experiential variables, concentration, enjoyment, interest, and Jujitsu-kan (a Japanese sense of fulfillment), which are expected to be concurrently high in *flow*. The results showed that the classes, evaluated as in the flow condition by the students, created an optimal state of experience for them. Moreover, correlation analyses showed that the students increase in the flow experience while attending classes from February to July in 2009 was positively associated with their increases in the levels of motivation for learning, flexibility in thought and behavior, openness to new things, and sense of the meaning of life. In addition, a series of regression analyses showed that the students percentage of classes in the flow condition and their average intensity of flow, both of which were measured in the middle of the term, predicted their attitude toward learning measured at the end of the term, as well as their GPA for the term. Therefore, experiencing flow while attending classes appeared to be an important factor for the Japanese junior high school students to develop a positive attitude toward learning and academic skills, as well.

Dynamic patterns of flow in the workplace: characterizing within-individual variability using a complexity science approach.

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As a result of the growing interest in studying employee well-being as a complex process that portrays high levels of within-individual variability and evolves over time, this present study considers the experience of flow in the workplace from a nonlinear dynamical systems approach. Our goal is to offer new ways to move the study of flow in the workplace beyond traditional static approaches, in favor of more dynamic approximations that consider its changes and evolution over time. With nonlinear dynamical systems theory as the backdrop, we conducted a longitudinal study using the experience sampling method and qualitative semi-structured interviews for data collection; 6981 registers of data were collected from a sample of 60 employees. The obtained time series were analyzed using various techniques derived from the nonlinear dynamical systems theory (i.e., recurrence analysis and surrogate data) and multiple correspondence analyses. The results revealed the following: 1) flow in the workplace presents a high degree of within-individual variability; this variability is characterized as chaotic for most of the cases (75%); 2) high levels of flow are associated with the chaotic dynamic; and 3) different dimensions of the flow experience (e.g., balance of perceived challenge and skill, merging of action and awareness) as well as individual (e.g., age) and job characteristics (e.g., job tenure, flexibility of working hours) are associated with the emergence of different dynamic patterns (chaotic, linear and random). Also discussed are the practical implications of the study, its limitations and areas for future research.

Opportunity for creativity in the job as a moderator of the relationship between trait intrinsic motivation and flow in work

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Self-Determination theory (Deci & Ryan, 1985) regards flow as a prototypical state of intrinsic motivation. Therefore, it was hypothesized that the trait of intrinsic motivation would be positively associated with the probability of experiencing flow in work. The social psychology approach to creativity (Amabile, 1996), states that intrinsic motivation is consequential only if the task is heuristic and hence provides opportunity for creativity. Therefore, it was hypothesized that the extent to which a job provides opportunity for creativity would moderate the relationship between trait intrinsic motivation and the likelihood of experiencing flow in work.

A sample of 220 British workers completed the Flow Questionnaire (Csikszentmihalyi, 2000) including a section for assessing whether participants experience flow and, if so, whether they experience it more intensely in work or leisure, an open ended job description that 4 independent judges used to assess opportunity for creativity, and the Work Preference Inventory (Amabile et al., 1994) for assessing trait intrinsic motivation.

Seventy-four (33.6%) participants reported never having experienced flow, 87 (39.5%) reported having the most representative flow experience in a leisure activity, and the remaining 59 (26.8%) reported having the most representative flow experience in a work activity. Multinomial logistic regression of flow in work vs. no flow and flow in leisure revealed significant motivation by opportunity interactions such that intrinsic motivation is associated with flow in work for high opportunity, and is not associated for low opportunity.

The findings of this study support the research hypotheses, and suggest that trait intrinsic motivation fosters flow in work only if the job offers sufficient opportunity for creativity. Findings are consistent with Flow Theorys (Csikszentmihalyi, 2000) tenet that the occurrence of flow depends on both personal and environmental factors, and suggest in addition that the occurrence of flow requires a matching of personal and environmental factors.

TS-13: Positivity and Positive Affect
Time: Thursday, 24/Jun/2010: 10:30 - 12:00

TS-13: 1

Improving Self-Regulation: The Role of Positive Affect
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Numerous studies have shown that self-regulationa virtue necessary for successful human functioning depends on a general limited resource (e.g., Baumeister, Vohs, & Tice, 2007). When this reserve is depleted by deliberate acts of self-control, the self falls into a state of *ego depletion*, resulting in short-term impairments in any subsequent self-control tasks. An important question thus remains: how can people recover from ego depletion and become again capable of effective self-regulation? Tice and colleagues (Tice, Baumeister, Shmueli, & Muraven, 2007) have suggested that positive emotion may help restore the selfs resources. However, their preliminary results did not clarify whether positive mood actually replenished self-control resources or simply made participants more willing or motivated to continue self-regulating despite their depleted state. Indeed, Muraven and Slessaveras (2003) research demonstrating the important role that motivation may play in moderating or counteracting depletion effects makes the latter a plausible alternative. Study 1 was thus designed to test these two possibilities using a 2 (*initial task*: depleting or control) X 2 (*mood*: positive or neutral) X 2 (*self-control task*: motivation manipulation or control) between-subjects design. The results of Study 1 suggested that positive mood can improve overall self-regulatory performance. In fact, although arousal differences did not account for the differences found in self-regulation, experiencing positive emotions may have an energizing effect: participants in the *positive mood* condition reported feeling significantly less tired than did *neutral mood* participants upon completion of the self-control task (even though they persisted significantly longer on the task). Using a similar design to clarify these findings, Study 2 achieved greater external validity by testing outside of the laboratory and examining whether these depletion findings would generalize to a population other than undergraduates. Study 2 suggested that positive mood improves self-regulation by counteracting the effects of self-control depletion and more clearly demonstrated that mood valence, rather than arousal, appears to be the crucial factor, consistent with past research (Tice et al., 2007). After a depleting typing task, participants who watched a comedy video persevered significantly longer on a difficult anagrams task than did participants who experienced a neutral mood induction, and as long as nondepleted participants did. Therefore, Studies 1 and 2 demonstrated, with different populations and mediums, that boosting positive mood is a simple and remarkably effective method of improving self-regulation in the short term. In both studies, motivation also played an important role in moderating depletion, as depleted individuals who had been offered incentives persevered significantly longer than their nondepleted counterparts did. However, while motivational incentives could offset the negative depletion effect, positive mood seemed to do so more effectively by replenishing the depleted resource itself. Indeed, unlike the performance of neutral mood condition participants, the performance of positive mood participants did not significantly diminish with each subsequent exertion of self-control (i.e., each anagram). Overall, a dose of positive affect seems to have remarkable power to restore the selfs capacity and willingness to exert control. This may be one of the most adaptive and far-reaching benefits of positive affect.

TS-13: 2

Hope mediating the relationship between the positivity ratio and creativity

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The paper shows how the positivity ratio (i.e., the ratio of peoples experiences of positive to negative emotions) predicts employees creativity, both directly and through the mediating role of hope. Three hundred and nine individuals participate. Individuals self-report their positive and negative emotions, as well as their hope. Supervisors report the employees creativity. The main findings are as follows: (a) the positivity ratio predicts variance of hope and creativity beyond the explained variance of positive and negative emotions considered separately; (b) hope partially mediates the relationship between the positivity ratio and creativity. This evidence suggests that researchers should not restrict their focus to positive *and/or* negative emotions when studying the impact of affect on employees responses; rather they should also include the weight of the former upon the latter.

TS-13: 3

The positive nature of negative emotions : accepting emotions leads to more happiness

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Could the acceptance of one's emotions and the consciousness of one's psychological needs foster happiness? This study investigated, using a controlled experimental design, (1) whether a short intervention could improve emotional acceptance and psychological needs consciousness (2) whether this improvement results in an increase in positive affect and a decrease in negative affect (3) whether these benefits are associated with an increase in need satisfaction, work satisfaction and self reported happiness. One hundred and thirty two participants were randomly assigned to an intervention or a control group. While participants in the control group continued to live normally, participants in the intervention group underwent a 15-hour specifically designed intervention complemented with a 4-week email follow-up. Results revealed that the level of need consciousness and emotional acceptance increased significantly in the intervention group compared with the control group. This increase was related with a significant increase in positive affect and a decrease in negative affect in the intervention group. In line with our prediction, these changes were associated with a significant improvement in need satisfaction, work satisfaction and self reported happiness. This study suggests that working on psychological needs and emotional acceptance may decrease emotional reactivity and increase happiness. The theoretical implications of these results as well as their practical and clinical implicationswill be discussed.

TS-13: 4

Psychosocial Well-being, Socio-demographic factors and Academic Performance

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Background: According to the broaden-and-build-theory, positive emotions contribute to better cognitive functioning, and therefore it can be expected that psychosocial well-being and academic performance may be empirically associated. Empirical findings in this regard are however, sparse and contradictory. The relationship between psychosocial wellbeing and academic performance may be influenced by many factors, amongst others socio-demographic variables. It is a question, which socio-demographic variables are predictors of academic performance. Previous studies in this regard are primarily cross-sectional in nature, whereas prospective designs may be more appropriate.

Aim: This study aims to explore whether psychosocial wellbeing is associated with academic performance, and whether socio-demographic factors are predictors of academic performance of students in a further education context.

Method: A prospective design was implemented. A convenience sample consisting of rural and urban students (N=1492) from a further education sector, completed measures of psychosocial well-being and questionnaires on socio-demographic factors at the beginning of the academic year. Academic performance was assessed at the end of the academic year in terms of a pass and fail mark as well as level of performance. Significance of differences between successful and unsuccessful students on psychosocial measures was determined, and regression analyses conducted.

Results: There was a significant difference between the students who passed and those who failed on several measures of psychosocial well-being and socio-demographic factors predicted academic performance, specifically in rural areas.

Conclusion: The findings support the importance of psychosocial wellbeing for academic performance and attest to the relevance of contextual variables. Interventions to enhance psychosocial wellbeing and attention to socio-demographic factors may contribute to academic buoyancy. Positive psychology may in future contribute to enhancement of academic well-being in schools, tertiary education settings and facilitate healthy career preparation.

TS-13: 5

Emotional Intelligence as mediator between job insecurity and the emotional and behavioural consequences thereof

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The primary objective of this research was to investigate the proposed model of Jordan, Ashkanasy and Hartel (2002) regarding perceptions of job insecurity, the emotional- and behavioural consequences thereof and the role of emotional intelligence (EI) as moderator of these reactions. According to the model of Jordan et al. (2002) the emotional outcomes of perceptions of job insecurity are lower affective organizational commitment and higher job-related stress; while the behavioural outcomes are negative coping behaviour. Jordan et al. (2002) propose that EI will moderate the links between perceptions of job insecurity and affective organizational commitment and job-related stress levels. They also propose that EI will moderate the links between affective organizational commitment and coping behaviour and job-related stress and coping behaviour. A non-experimental correlation research design was used and the study population consisted of a convenience sample of employees working for private health care organizations in Gauteng, South Africa (N=242). The measuring instruments were the *Job Insecurity Inventory (JII),* the *Organizational Commitment Questionnaire (OCQ),* the *Experience of Work and Life Circumstances Questionnaire (WLQ),* the *Cope Questionnaire (COPE)* and the *Emotional Intelligence Scale (EIS).* The results indicated a practically significant negative correlation between job insecurity and affective organizational commitment. Also a practically significant positive correlation was found between job insecurity and job-related stress. Both the above findings supported the proposed model of Jordan et al. (2002) regarding the emotional outcomes of job insecurity. A practically significant negative correlation was found between affective organizational commitment and negative coping behaviour and a practically significant positive correlation was found between job-related stress levels and negative coping behaviour. These findings support the proposed model of Jordan et al. (2002) regarding the behavioural outcomes of job insecurity. However, it was found that EI does not moderate the links between perceived job insecurity and affective organizational commitment and job insecurity and job-related stress in this study population. EI does moderate the links between affective organizational commitment and coping behaviour and job-related stress and coping behaviour. Employees with higher EI tend to use problem-focused and emotion-focused coping behaviour and not avoidant coping.

TS-30: Well-being - Adults

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

TS-30: 1

Well-being in community development: Personal and professional perspectives from practice

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There is a growing dialogue in Scotland around the concept of subjective well-being in relation to a national agenda for health improvement, as a response to economic decline and social deterioration. This study describes and analyses an initiative to progress dialogue in the South Lanarkshire Local Authority area, through a project initiated by the South Lanarkshire Community Safety Partnership. The study examines the concept of well-being from a range of perspectives represented in the Partnership area, including views of local people as well as professionals responsible for community development initiatives. These perspectives complement definitions and descriptions of well-being drawn from theoretical literature and international policy statements. The purpose is to integrate these strands to provide a robust working description of well-being to guide planning and budgeting of initiatives to improve well-being in local communities. A qualitative ethnographic approach was used to engage participants with a range of theoretically informed questions on the meaning of well-being, and to seek responses which were both personal and professional. Responses were analysed through simple inductive coding to discover themes from the data. Two vignettes of practice to support well-being were produced to illustrate the participant viewpoints. The themes discovered by analysis were described in seven categories of factors of well-being: feel good; social and emotional; relationships; physical; security; self esteem; achieving potential. Each category is underpinned by examples and quotes. The study identified two important features of the local context to guide future action. Firstly, local people have viable and holistic perceptions of well-being to define their needs. Secondly the professionals tended to associate well-being more narrowly in terms of either mental health or community safety. This suggests that well-being is valuable construct in unifying community development. Authors: 1. Annette Coburn. Lecturer in Community Education and Director of the Scottish Centre for Youth Work Studies, Dept. of Educational and Professional Studies, Faculty of Education, University of Strathclyde, Scotland E.MAIL: annette.coburn@strath.ac.uk 2. Bill Johnston. Senior Lecturer and Assistant Director, Centre for Academic Practice and Learning Enhancement, University of Strathclyde, Scotland E.MAIL: b.johnston@strath.ac.uk

TS-30: 2

Five ways to well-being

Nic Marks, Jody Aked

nef (the new economics foundation), United Kingdom; nic.marks@neweconomics.org

The *Foresight* programme

The UK Governments *Foresight* programme uses evidence from across a wide range of disciplines to analyse and develop policy options to address key issues that will impact on UK society over the next 1020 years. The *2008 Mental Capital and Wellbeing Project* analysed the most important drivers of mental capital and well-being to develop a long-term vision for maximising mental capital and well-being in the UK for the benefits of society and the individual. As part of this project the Centre for Well-being at **nef** (the new economics foundation) proposed that for the public health arena a simple to understand positive mental health dictum was possible to mirror the well-established public health messages around eating five fruit and vegetables a day.

nefs Five Ways to Well-being

The identified five actions were communicated as ***Connect Be Active Take Notice Keep Learning Give***. These have proved very popular with focus groups, local government strategic planners, other service providers (such as MIND a large UK mental health NGO) and they have recently been officially adopted by the Department of Health New Horizons programme.

This presentation will present the theoretical framework and evidence for the Five Ways and discuss the strategies used to create messages for enhancing public positive mental health. It will also touch on the variety of ways that local actors (such as Norwich City Council, South London and Maudsley mental health trust and Liverpool City Council) have innovatively used the Five Ways in their service provision.

nef *is an independent think-and-do tank that inspires and demonstrates real economic well-being. The centre for well-being aims to promote the concept of well-being as a legitimate and useful aim of policy and to provide people with the understanding and tools to redefine wealth in terms of well-being.*

TS-30: 3

The relationship of income, lifestyle and negative events to satisfaction with life in Norwegian adults

Jocelyne M. R. Clench-Aas, Ragnhild Bang Nes, Odd Steffen Dalgard, Leif Edvard Aarø

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Background:

The Satisfaction with Life Scale (SWLS) is based on a theory that satisfaction with life represents a judgmental component that captures important features of individuals emotional states and overall well-being. Norwegian values of SWL are high on a world wide basis.

Aim of study

The aim was to better understand fundamental background factors for satisfaction with life, in a representative Norwegian sample.

Methods:

The Satisfaction with Life Scale (SWLS) of Diener and Pavot (1985) was used. The full battery includes five questions with a 7 point scale. Information about socio-economic and life-style characteristics was included.

The sample size included a large (N=4,984) and nationally representative sample of Norwegian males and females aged 15 to 79 years. Structural equation modeling using AMOS was conducted to explore the relationships between the major determinants for the entire population, and across gender and age groups.

Results:

The sociodemographic determinants explained a total of 12% of the variance whereas the single most important determinant was lifestyle, (accounting for 5.3% of variance). Income and negative life events were significantly associated to SWL. Path analysis revealed that a stronger association was found when the direction of causality was changed so that SWL affected lifestyle and income. There were differences between genders in the SWL-lifestyle relationship. The relative impact of the determinants differs during the life sequence.

Conclusions:

Lifestyle and negative life events were the predominant determinants explaining variation in SWL, with a more moderate effect of income. This study lends support to the hypothesis that individuals who are more satisfied lead a healthier lifestyles and have greater economic success.

TS-30: 4

Wellbeing at work and psychological resources

Dianne Heather Gardner, Richard Fletcher, Kate Mitchell

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Longitudinal studies into changes in psychological resources related to stress and wellbeing are required to examine how processes change over time. Theoretical perspectives on work-related wellbeing that focus on resources, coping and appraisal reflect a move away from deficit models to ones that highlight adaptive as well as maladaptive processes of appraisal and coping. A longitudinal study was undertaken investigating intrapersonal resources including optimism, self-esteem and social support among veterinary students in the Massey University Bachelor of Veterinary Science degree, with data collected from students in 2008 and again in 2009. The veterinary science program was of interest due to the high levels of reported stress and suicide among veterinarians worldwide. While there has been considerable research into stress among veterinary students and veterinarians, there has been much less focus on wellbeing. Veterinary science is a demanding degree with heavy workloads, large amounts of material to learn, a rapid pace of learning and demands on private time. It is not always possible to reduce stressors and demanding work can be very satisfying. Psychological wellbeing does not mean the absence of stress but includes satisfaction with quality of life, recognizing when problems represent beneficial opportunities and using effective coping strategies to deal with them. It was hypothesised that the intrapersonal resources of optimism, self-esteem and social support would increase across the years of study as professional expertise developed, and that these would relate positively to adaptive processes of appraisal and coping, with outcomes including increased wellbeing and reduced stress. Psychological wellbeing was defined as increased positive affect, reduced negative affect and increased satisfaction with life.

One hundred and seven students completed surveys in 2008 and 2009. Where matching information was provided responses at time 1 were matched with those from time 2. Initial cross-sectional analyses revealed that men and women did not differ on key study variables although the sample was predominantly female (82% female, 18% male). This is representative of the gender distribution within the Massey University veterinary program. Stress and wellbeing did not differ between students in each year or study or at each time point. Wellbeing was positively associated with the use of challenge rather than threat appraisals, increased optimism, reduced stress, and the use of task-focused rather than avoidance coping. However the findings for self-esteem and satisfaction with social support were the reverse of those expected: increased self-esteem and satisfaction with social support were related to reduced wellbeing. The use of social support coping to manage work/study demands was not significantly related to wellbeing. Longitudinal analysis of the multilevel matched data from Time 1 and Time 2 is presently being undertaken. Results will be available shortly to be presented at the conference in June. The role of intrapersonal resources in moderating the stress process and its implications for building wellbeing among students and professionals undertaking highly demanding work will be discussed.

TS-30: 5

Meaningful work – serving social ends through one's work

Frank Martela

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Meaningful work has been linked to a number of positive outcomes for both the employee and the organization. People who experience their work as meaningful are psychologically and physically healthier, happier, more engaged and motivated in their work as well as more satisfied with it. Meaningfulness increases work effort and, indirectly, both individual and group performance. But what kind of work is experienced as meaningful? Most theorists leave the question open; meaningfulness is conceptualized as a subjective state and different individuals have been found to attain meaningfulness through different ways.

In this article, a theoretical argument is put forth that argues that on a fundamental level, meaningful work is work that serves some social end. In contemporary western culture the search for meaningfulness is usually understood as an individual quest, connected to finding and expressing ones true self. Recent psychological evidence, however, challenges the underlying understanding of the basic nature of being a human. It has been shown how humans are social creatures on more fundamental levels than mainstream organizational and psychological research has acknowledged. From this evidence it follows that the whole question of meaningful work must be re-conceptualized as an internalized social, higher order need. Through answering the question over meaningfulness, an individual is ultimately justifying his existence in the face of an internalized society.

This sense of serving social ends can in some cases be manifested in very indirect ways and on different levels of abstraction. Meaningfulness of work might also be dependent on some supporting conditions such as a sense of efficacy, challenge and relative autonomy. Nevertheless it is argued that it is this sense of serving a social end that ultimately gives raise to the experience of meaningful work.

WS-08: Positive Health and Positive Aging: Health and Well-Being Throughout the Lifespan

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

WS-08: 1

Positive Health and Positive Aging: Health and Well-Being Throughout the Lifespan

Raymond Dalton Fowler[1], **Sandra Mumford Fowler[2]**
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Abstract: Health--physical and mental--is more than the absence of illness. Research in positive psychology and positive health has identified factors that help people live longer, healthier, happier and more successful lives. Aging continues throughout the lifespan. Lifestyle changes that facilitate healthy aging will be presented along with case histories, exercises and opportunities for self-evaluation and discussion.

Presenters: Raymond D. Fowler; Sandra M. Fowler

Raymond Fowler is a former President and former CEO of the American Psychological Association. He is Professor Emeritus, University of Alabama; Adjunct Professor, San Diego State University; Visiting Scholar, University of California, San Diego and the University of Pennsylvania. His current interests are positive psychology: health and aging.

Sandra Mumford Fowler is a former president of the International Society for Intercultural Education Training and Research (SIETAR International). She was director of the Overseas Duty Support Program for the U.S. Navy. She currently provides intercultural training for such clients as the medical students at the Uniformed Services University of the Health Sciences. She is the senior editor of the Intercultural Sourcebook: Cross-Cultural Training Methods.

WS-15: REACH

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

WS-15: 1

REACH
Mette Ebel, **Rikke Ebel Nielsen**
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Come and take a little of your own medicine and get a reminder of why positive psychology is important and makes a difference in our lives.

Who is the workshop for?

This workshop is intended for everybody in the conference. It is for those who breathe, study and live positive psychology every day, and it is for those who are here out of curiosity. The experts will get a chance to practice what they preach and the newcomers can see a powerful example of what it can mean to embrace positivity.

What is the workshop about?

We will do a classic forgiveness exercise called REACH developed by the Psychologist Everett Worthington Jr., this exercise is recommended by Martin Seligman in his best seller Authentic Happiness. The theory will be explained, and each participant will be guided through the exercise, resulting in forgiving a wrongdoer in their life.

Be bold and face one of your demons and walk away more light hearted and ready to live a life with more positivity.

Who is conducting the workshop?

The workshop is conducted by Ebel signature aps.

Ebel signature has done happiness workshops for individuals and businesses, their customers are among others Coca cola, Weber and Danske Bank, go to the website www.ebelsignature.com to see more

WS-21: Positive Psychology in Action: Psychodrama and The Art of Gratitude

Time: Thursday, 24/Jun/2010: 10:30 - 12:00

WS-21: 1

Positive Psychology in Action: Psychodrama and The Art of Gratitude
Daniel Joseph Tomasulo
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This is an experiential workshop employing the best of positive psychology research with the methods of psychodrama. It has been specifically designed to be both reflective and fun for participants and has been uses as part of the curriculum in New Jerseys first course in positive psychology.

Group members will be asked to participate n psychodramaatic exercises involving the identification and sharing of gratitude in their life. Depending on the size of the group this may be done with either the whole group or smaller ones (depending on the turnout). Members will then be asked to identify those whose blessings and gratitude have provided an inspiration for them, and, through psychodramatic enactment, the origin and acknowledgment of this inspiration is revealed and validated. This exercise is a direct application and amplification of the broaden and build theory of positive

psychology as put forth by by Barbara Fredrickson, It allows for a positive recollection in the past to be identified, while simultaneously being acknowledged in the here and now.

The facilitator is a highly trained psychodramatist and psychologist who has conducted this type of workshop over the past several years. The most recent demonstration was an invited (sold-out) workshop conducted at Moreno's original stage in New York. It was a sold-out event. I mention this only to inform the committee that someone familiar with the research and psychodramatic methods will be conducting this workshop.

I believe this workshop would fit under the art and science category.

SYM-04: Investment in Mental Capacity - The Dutch Case on Positive Psychology - Part 1: Fundamental/Epidemiological Research
Time: Thursday, 24/Jun/2010: 13:00 - 14:30

SYM-04: 1

Investment in mental capacity - The Dutch case on positive psychology

Jan Walburg[1], **Linda Bolier**[1], **Cretien Van Campen**[2]
[1]Trimbos Institute, Netherlands, The; [2]Netherlands Institute for Social Research / SCP; jwalburg@trimbos.nl

Mental capacity, the ability of being resilient in everyday life and coping adequately with stresses and loss, is subject to great pressure while at the same time mental health becomes more important. Current society is demanding as people who used to work with their hands work nowadays with their heads. This knowledge driven economy puts high strains on peoples psycho-social capacities and can result in poor well-being, stress, psychological problems and burnout. To deal with this, prevention and investment in a positive mental health is an increasingly important element of public mental health strategy in the Netherlands, and in the empowerment of vulnerable groups in society, e.g. people with disabilities and mental disorders.

In this symposium we present recent Dutch efforts to incorporate elements of positive psychology in public health. After a general introduction into the investment in mental capacity in the Netherlands (1), four studies will be presented: the practical application of mental capacity among the general population including people with minor psychological complaints (2), a study shedding light on the dimensions in mental capacity ('positive mental health') in a large representative sample in the Netherlands (3), a study that relates mental capacity to mental disease (4) and finally the Dutch situation on mental capacity in an European Nordic vs. Southern perspective (5).

Presentations:

1. Jan Walburg
Investment in mental capacity. An introduction into the Dutch case on positive psychology

2. Linda Bolier, Ernst Bohlmeijer, Merel Haverman, Heleen Riper, Jan Walburg
Online promotion of well-being by the enhancement of public mental health: Preliminary results of a randomized controlled trial

3. Sanne Lamers, Gerben Westerhof & Ernst Bohlmeijer
Positive mental health is more than just the absence of psychopathology

4. Ad Bergsma, Ruut Veenhoven, Margreet ten Have, & Ron de Graaf

Most people with mental disorders are happy The association between mental disorders and feelings of happiness

5. Cretien van Campen and Marc van Santvoort
Do Northern European countries care better for the subjective well-being of people with chronic disabilities? The relative impact of personal competences and national policies

SYM-04: 2

Positive mental health is more than just the absence of psychopathology

Sanne M.A. Lamers, **Gerben J. Westerhof**, **Ernst T. Bohlmeijer**
University of Twente, Netherlands, The; s.m.a.lamers@utwente.nl

Background: Mental health has long been described as the absence of psychopathology. Today, mental health is also regarded as the presence of positive feelings (emotional well-being) and positive functioning in individual life (psychological well-being) and community life (social well-being). We examine how positive mental health according this definition relates to psychopathology across the lifespan.

Aim: This study examines the relation of positive mental health to psychopathology across the lifespan, focusing on whether positive mental health and psychopathology are two ends of one single continuum or two separate continua.

Methods: This study draws on data of the LISS panel (Longitudinal Internet Studies for the Social sciences; CentERdata), a representative sample of 1,662 Dutch adults divided into five age groups: 18-29 (N=381); 30-49 (N=472); 50-64 (N=440); 65-74 (N=274); 75+ (N=95). Positive mental health was measured with the Mental Health Continuum-Short Form (MHC-SF) and psychopathology with the Brief Symptom Inventory (BSI).

Results: Positive mental health was moderately and negatively related to psychopathology in all age groups. Confirmatory factor analyses showed the best fit for a model with two related but distinct factors for positive mental health and psychopathology. Older adults reported less psychopathology compared to younger adults. However, there were no age differences in positive mental health.

Conclusion: Positive mental health and psychopathology are two related but separate factors, showing positive mental health is a distinct indicator of mental well-being. Moreover, positive mental health and psychopathology show distinct patterns across the lifespan. The absence of psychopathology does not necessarily imply the presence of positive mental health, indicating an individual is only completely mentally healthy when the absence of mental illness is accompanied by the presence of positive mental health.

SYM-04: 3

Most people with mental disorders report to be happy

Ad Bergsma[1], Ron De Graaf[2], Margreet Ten Have[2], Ruut Veenhoven[1]
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Four questions are addressed: 1) How (un)happy are people with and without mental disorders? 2) Are self-reports of happiness by people with a mental disorder valid? 3) What are the clinical characteristics associated with happiness among people with a mental disorder? 4) Does happiness predict recovery from mental disorders? A representative sample (N = 7076) of the Dutch population was   Composite International Diagnostic Interview. Happiness was measured using a single question on how   often respondents had felt happy during the last four weeks. Of the respondents with a mental disorder 68.4% reported they had felt often happy, compared to 89.1% without a disorder. The happiness ratings of people with mental disorders are valid. The unhappiness of people with mental disorders is associated   with having a mood disorder and impaired emotional and social role functioning. Happiness enhances the changes of recovery from a mental disorder at follow-up. The implications are discussed.

SYM-04: 4

Do Northern European countries care better for the subjective well-being of people with chronic disabilities? The relative impact of personal competences and national policies

Cretien van Campen[1], Marc van Santvoort[2]
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Background
People with chronic disabilities report the lowest subjective well-being (SWB) in many countries. In some countries the gap in SWB with the non-disabled population is smaller than in other countries. Do the Northern countries care better for people with disabilities by means of public services? Or are the disabled more empowered with personal competences in these countries?

Aim
Data of the European Social Survey were analyzed to: 1) describe the inequity in SWB in 23 European countries, and 2) search for the main determinants of this inequity in SWB.

Methods
43,000 persons, including 2,846 persons with severe chronic disabilities were surveyed on a range of topics. SWB was measured with a four-item scale including satisfaction with life and happiness. Variables on disability, socio-demographics (age, gender, household composition), socio-economic status (level of education), work participation (paid work, voluntary work), perceived physical and mental health, country and personal competences (optimism, self-esteem, autonomy, perceived opportunities, future orientation, resilience, social isolation) were entered stepwise in regression models.

Results
The descriptive results showed that the differences in SWB between persons with and without chronic disabilities were smaller in North-European countries than in South- and East-European countries. Preliminary results from regression

analyses showed that the determinants personal competences, perceived health and country have the largest impact on SWB. The final results will be presented and discussed at the conference.

Conclusions
Conclusions will be drawn concerning international differences in social policies and the empowerment of persons with chronic disabilities, and their impact on equity in SWB.

TS-04: Methodology 1

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

TS-04: 1

Developing an item bank for Emotional Vitality: a methodological overview

Skye Barbic, Nancy Mayo, Lois Finch
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BACKGROUND: The role of positive emotion to facilitate living with a chronic illness has long been recognized. Emotional Vitality (EV) is an emerging concept in health research of positive psychological factors that may facilitate recovery and enhance physical and mental health when living with a chronic disability. It is characterized by an overall sense of energy, well-being, and the ability to regulate negative and positive emotions effectively. Little is known about what enables individuals to thrive and be emotionally vital after a medical event, while others fall into a negative spiral of depression and despair. EV may be an important psychological resource that serves as a critical buffer against the strains of living with a chronic disability. An impediment to the understanding and advancement of EV is the paucity of items to measure the construct. A set of items to cover the full gamete of the construct, both positive and negative, does not exist.

AIM: To determine whether Rasch modelling methodology can form an item bank to capture Emotional Vitality.

DESIGN: Data came from 409 caregivers of stroke survivors who participated in a Canadian Quality of Life project. The caregivers, aged 66 years (SD 15), answered questions on general and stroke-specific indices that assessed health-related quality of life, disability, physical and emotional well-being at 1-month post-stroke. This provided the set of items to define the construct of Emotional Vitality across a spectrum of young (19 years old) to very old adults (93 years old). The International Classification of Functioning model (ICF) was used to help identify the initial set of items for the global construct of Emotional Vitality. Health care professionals (n=25) indentified 46 items from 6 indices through a Delphi procedure. Forty-one of these items were confirmed as a potential construct through correlational and factor analysis. Rasch analysis was used to determine how the 41 items formed an underlying item bank representative of Emotional Vitality. Item and person-fit criteria were: standardized fit residuals within ±2.0, a significant chi-square or F-statistic. Global fit to the model was determined by an item-trait global chi-square.

RESULTS: A 16-item unidimensional bank of EV items resulted. All items and persons fit the model. Item precision ranged from 0.10 to 0.24. The bank covered 5.4 logits (-2.1 to 3.3) with a gap between 2.2 and 3.4 logits. The items covered the concepts of well-being (n=9), energy (n=4), and negative emotion (n=8).

CONCLUSION: This initial bank of 16 items moderately captured the concept of EV. Only well-being and energy were well represented throughout the spectrum of the item bank. Mood was only represented negatively. Additional positive mood items are required throughout the hierarchy. A revisit of the initial indices used in the database, focus groups of caregivers and professionals will be conducted to improve the item bank, fill in the gap, and decrease the ceiling effect. Once developed, a comprehensive item bank for EV will help identify areas where interventions can be offered to improve the EV of persons with chronic disabilities and their caregivers.

TS-04: 2

Measuring Subjective Experiences at Work: Comparing the Flow Simplex and the Challenge-Skill Ratio Using a Multilevel Approach

Lisa Vivoll Straume[1], Joar Vittersø[2]
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Background: Measuring subjective experiences is a challenging task both due to its fluctuating character and the retrospective nature of survey responses. Experiencing Sampling and Day Reconstruction are examples of methods that come closer to real-time feeling states than traditional questionnaires. However, there are several ways of treating such on-site or episode-based data statistically. The Challenge-Skill-Ratio (CSR), often expressed as a configuration of 8 channels in the Experience Fluctuation Model (EFM), has been widely used to capture optimal experiences and flow. As an alternative, we present the Flow Simplex (FS) as a more sensitive tool for measuring subjective feeling states.

Aim of study: The present study compares the CRS and the FS in a multilevel approach. We investigate how well fitted the two approaches are in capturing a variety of feeling states in work-related situations.

Method: Data have been collected among members of the Occupational Health Services in Norway (N = 600) by means of a questionnaire that also included a section with the Day Reconstruction Method.

Results / Theoretical advancements: Compared with the CSR approach, the FS accounted for substantially more variance in a series of state emotions, such as happiness (hedonia), inspiration (eudaimonia) and sadness. The FS

correlated more strongly with trait measures of hedonic (life satisfaction) and eudaimonic (personal growth) well-being than did the CSR. In these data, hedonic emotions tended to be more trait-dependent and eudaimonic emotions tended to be more context-dependent. The context accounted for nearly all of the variance in the CSR approach, while the context accounted for about 70% of the variance in the FS approach. The remaining 30% was accounted for by stable personality traits.

Conclusion reached: The FS appears to be a better instrument for measuring emotional feeling states in a work context as compared with the CSR.

TS-04: 3

Who is rich? He who is contented with his lot: Development and Validation of a New Scale to Measure General Positive Perception of Reality

Tamar Icekson

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Considerable research evidence suggests that positive perceptions are beneficial for psychological well-being. Yet, the exploring of personal believes has usually taken a narrow and disintegrated approach, investigating each belief as separate from the others and focusing mainly on the context of extreme stressors (e.g. Taylor & Brown, 1988). As Seligman and Csikszentmihalyi (2000) note: "psychologists know very little about how normal people flourish under more benign conditions". Recent studies demonstrated the protective role of self core evaluations (Self Esteem/Optimism), but neglected dimensions as positiveevaluation of the past or positive perception of other people (e.g. Xanthopoulou et al, 2007, Hayes & Weathington, 2007). Defining Positive perception as the general tendency to positively evaluate the self, other people and the world, we designed four studies that develop and validate a new self-report measure of general positive perception.

Participants and Procedure

The first sample included the 482 undergraduates (in 2 sub samples, 34% men, 66% women, ages 18 - 50, average age 25) who completed questionnaires with positive perception scale among other measures as Self Esteem (Rosenberg, 1965), Optimism (Scheier et al, 1994), Self efficacy (Chen et al, 2001) and Test Anxiety (Spielberger, 1980). The Second sample included 100 dual career couples (50% men, 50% women, ages 25 - 65, average 45). Measures included Depression (Radloff, 1977), Couple Burnout (Pines, 1996) and Job Burnout (Pines, 2005). The Third sample included 37 women going IVF treatments (ages 26 - 45, average age 35) who completed the following scales: Positive Perception, Optimism (Scheier et al, 1994), Social Support (Pines & Aronson, 1988) and Mental Exhaustion (adapted from Pines, 2005).

Results and Discussion

Studies 1&2 tested the item pool and assessed the structural validity of the New Scale using Structural Equation Modeling. The final model (76.47% explained variance) included 8 items describing 3 Positive Perception factors: 1) Self Abilities & potential, 2) Self content with past and 3) People/world. Final Model Fit Indices and internal reliabilities in all samples were satisfactory and replicable (c2/df< 1.95, TLI >.952, CFI >.971, RMSEA<0.69, Cronbach's Alpha:.82-.86).

Studies 3&4 examined construct validity, finding that GPPS scores were positively correlated to Optimism (r=.49 p<.01), Self Esteem (r=.46 p<.01) and Self Efficacy (r=.58 p<.01) and negatively correlated with Test Anxiety (r=-.28 p<.01), Depression (r=-.40 p<.01), Negative Affectivity (r=-.30 p<.01), Job Burnout (r=-.27 p<.01) and Couple Burnout (r=-.37 p<.01). Moreover, positive perception protected from mental exhaustion among IVF patients above and beyond optimism and social support.

From theoretical point of view, results suggest that general positive perception is a multidimensional construct consisting self abilities and potential, self content with the past and positive perceptions of other people & world. Moreover, positive perception might contribute to better psychological well being, especially in highly stressful situations. Practical implications point to the importance of developing intervention programs as well as organizational conditions which enhance our positive view of ourselves and our surroundings. Finally, high validity and reliability, as well as ease of use, make the new scale attractive for researchers and practitioners interested in psychological strengths.

TS-04: 4

Who is more likely to Benefit from Positive Psychology Exercises?

Leah B. Shapira. M.A., Dr. Myriam Mongrain

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Objectives: Recently, a call has been made to delineate the role that individual differences play in the success of positive psychology exercises (Mongrain, 2009; Sin & Lyubomirsky, 2009). The current study explored the role of the Big 5 (BFI; John, Donahue, & Kentle, 1991) factors in predicting changes in well-being following brief online positive psychology exercises.

Method: Participants (*n* = 3536) were randomly assigned to one of ten positive psychology exercises, including a control group. The interventions were aimed at strengthening a more positive sense of self, developing more compassionate relations with others and coping better with adversity. Participants completed measures of personality and mood at baseline, and were assessed again after the seven-day exercise period, and at 1, 3 and 6 months follow-up.

Results: Hierarchical multiple regression predicting average levels of change over Time revealed that neurotic individuals became less depressed, reported fewer physical symptoms, and greater increases in happiness and self-esteem. Extraverted individuals increased in self-esteem over time. Additionally, a binary logistic regression showed that neurotic, extraverted, and agreeable individuals reported greater improvement from participation in the exercises.

Conclusions: This study demonstrated that personality significantly predicted changes in psychological well-being as a result of engaging in positive psychology self-help exercises. A profile emerged in which neurotic individuals, who were also extraverted and agreeable, evidenced greater gains over 6 months. These findings highlight the importance of studying individual difference variables when investigating the efficacy of positive psychology exercises, in efforts to further target what population these exercises may work best for.

TS-14: Hope

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

TS-14: 1

Distinguishing Hope from Similar Motivational Constructs Across Two Student Samples

Sage Rose

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Specific critiques (Aspinwall & Leaf, 2002; Tennen, Affleck, & Tennen, 2002) have emerged indicating the lack of empirical evidence demonstrating the divergent qualities of hope within hope literature. Addressing this concern is especially important to educational research because hope is just one of the many constructs commonly used to investigate the prediction of achievement and is often in competition with better validated constructs like self-efficacy, self-regulation, and goal theory. The current study looked to address this gap by investigating the contributions made by the Expanded Academic Hope Scale (E-AHS) in predicting achievement beyond measures similar to hope. The study investigated the effects of hope among two student samples; college undergraduates and high school students, on academic achievement. Among both samples, academic hope was found to significantly contribute to the prediction of achievement beyond the related motivation constructs of self-efficacy, self-regulation, optimism, and goal theory even though the motivation measures significantly predicted achievement before the E-AHS was added to the model. By examining the Expanded Academic Hope Scale in regards to other measures of motivation, this paper contributes to the research literature in two ways. First, it shows the predictive capabilities of the E-AHS in comparison to other related motivation constructs in two different academic settings. Second, this study further validated the importance of hope by predicting student achievement beyond well validated and more commonly known measures like self-efficacy and self-regulation.

TS-14: 2

HOPE AND PSYCHOSOCIAL WELL-BEING AMONG ADOLESCENTS IN SOUTH AFRICA

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BACKGROUND

Hope is an important psychological strength in adolescents as research suggests it has a moderating effect between stressful life events and well-being. In the current South African society, where a large percentage of the population is younger than 24, it is important to understand the manifestation of hope and its relationship to the experience of psychosocial well-being (PWB) in adolescents from different population groups. The varied South African landscape of socioeconomic contexts greatly influences the development of children. Therefore, the possible moderating effect of socio-economic status on the relationship between hope and PWB also needs to be examined.

AIMS

The aims of this study were to:

(a) Compare levels of hope in adolescents from different population groups, i.e. black (African), coloured (mixed ancestry) and white (Caucasian) groups

(b) Establish the relationship between hope and PWB

(c) Examine the effect of socioeconomic status (SES) on the relationship between hope and psychosocial well-being

METHOD

Adolescents (N=1161) who were enrolled in high schools in Gauteng (mean age = 15 years) completed the Childrens Hope Scale (CHS) (Snyder, et al., 1997), the Mental Health Continuum Short Form for Youth (MHC-SF) (Keyes, 2006) and the Positive and Negative Affect Schedule (PANAS-C) (Watson, Clark & Tellegen, 1988). Biographical information was also obtained to establish socioeconomic status.

RESULTS

Results from t-tests, ANOVA and multiple regression analysis indicated that there was no significant difference in levels of hope experienced in adolescents from different population groups. A significant positive relationship between hope and PWB was found. SES did not seem to have a significant moderating effect on the relationship between hope and PWB.

CONCLUSION

Adolescents in this study seemed to experience relatively high levels of hope which is encouraging in light of the countrys ongoing social transformation. It was further evident that hope remains a psychological strength through its relationship with PWB, despite socio-economic disparities.

"Building Hope for the Future" – A Program to Foster Strengths in Middle-School Students

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A 5-week intervention to help students in conceptualizing clearer goals, producing numerous pathways to attainment, summoning the mental energy to maintain the goal pursuit, and reframing obstacles as challenges to be overcome was performed. The aim of the study is to examine the impact of an intervention emphasizes building goal-pursuit skills, in hope, life satisfaction, self-worth, mental health and academic achievement in Portuguese middle school students. The study includes a sample of 31 middle-school students from a community school, a matched comparison group of 31 students, and 2 secondary groups 19 guardians and 8 teachers of the students intervention group. Students completed a questionnaire packet that included demographic information, the Portuguese versions of the Childrens Hope Scale (CHS), Students Life Satisfaction Scale (SLSS), Mental Health (MHI-5) and Self-Worth (SWS) Scales. Academic achievement was obtained from school records. At baseline, groups are statistically similar on the variables of interest and correlation analyses reveal that hope had significant correlations with life satisfaction, self-worth, mental health and academic achievement. Repeated measures ANOVA showed a significant interaction between group and time on the CHS, SLSS and SWS. Statistically significant difference was found between groups for hope, life satisfaction and self-worth on post-test, 6-month, and 18-month follow-up. The intervention group showed a significant increase in hope, life satisfaction and self-worth from pre- to post-assessments. The comparison group showed no significant change over time. Results suggest that a brief hope intervention can increase psychological strengths, and participants continue to benefit up to one-year and 6-months later. These results contribute to researchers emerging scientific understanding of the basic nature and longitudinal development of children hope and other positive thinking variables through deliberation action, and they provide critically important information for educators and clinicians attempting to understand and develop psychological strengths.

Self-Efficacy and Hope in individuals with Cerebral Palsy: Results of a Psychological Group Intervention

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This study aims to evaluate the impact of a Psychological Group Intervention in promoting Self-Efficacy and Hope in individuals with CP.

Cerebral Palsy (CP) describes a group of chronic conditions characterized by motor dysfunction, of which the main cause is non progressive brain damage, occurred during fetal development (UCP, 2001).

Self-efficacy reflects the belief that one is capable of performing in a certain manner to attain certain goals (Bandura, 1995).

Hope is a cognitive set based on a reciprocally derived sense of successful agency (goal-directed determination) and pathways (planning of ways to meet goals) (Snyder et al., 1991, p. 571).

The sample consisted of 64 individuals with CP, aged between 16 and 36 years; 57,8% male and 42,2% female.

A Psychological Group Intervention was conducted in order to increase Self-Efficacy and Hope. 31 individuals participated in Group Intervention (IG) and 33 belonged to the Control Group (CG). The groups lasted 8 months, with 16 sessions of 1:30.

Self-Efficacy and Hope were assessed before and after the intervention. A Socio-Demographic Questionnaire, the Self-Efficacy Scale (Sherer & col., 1982, adapted by Pais-Ribeiro, 1995) and the Future Scale (Snyder et al., 1991 adapted by Pais-Ribeiro, Pedro & Marques, 2006) were used.

In the IG, before the intervention an average value of 38.12 was found for Self-Efficacy and 22.19 for Hope; and after the intervention an average value of 40.54 was found for Self-Efficacy and 24.06 for Hope. In the CG, before the intervention an average value of 46.12 was found for Self-Efficacy and 25.36 for Hope; and after the intervention an average value of 44.75 was found for Self-Efficacy and 25.00 for Hope.

After the intervention, an increase of Self-Efficacy and Hope was noticed only for the IG; which seems to indicate a positive impact of Psychological Group Intervention in individuals with CP.

TS-14: 5

Imagining a positive global future: Hope about climate change and pro-environmental behavior among young people

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Studies have found that although many young people think climate change is an important societal issue, feelings of hopelessness and helplessness are common. To find ways to instill hope could therefore be seen as vital. However, is hope positively related to engagement or is it only a sign of illusory optimism? The main aim of this study was to explore how well hope concerning climate change works in predicting private sphere pro-environmental behavior when controlling for already known predictors such as values, social influence, knowledge and gender. Two groups of young people; one group of teenagers (n=723) and one group of young adults (n=381) answered questionnaires including questions about constructive hope evoked by positive re-appraisal, trust in different societal actors, and trust in the efficacy of individual action, as well as hope based on denial. Regression analyses showed that in both groups constructive hope had a unique positive influence on pro-environmental behavior. Hope based on denial, on the other hand, was negatively correlated with pro-environmental behavior in the two samples and was a unique negative predictor in the teenage sample. The conclusion is that hope is not only a pleasant feeling but also could work as a motivational force, if controlling for hope based on denial. The results are discussed in relation to theories about coping and motivation that emphasize the importance of positive emotions. Practical implications for education concerning sustainable development are also discussed.

TS-20: Strengths 1

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

TS-20: 1

Positive Character Strengths in the Work Life of Sport Leaders

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The background of this study included an examination of positive character strengths exhibited in interviews with Division I-A intercollegiate coaches regarding their work life at the highest level of intercollegiate performance. Character strengths, as described by Peterson and Seligman (2004), involve positive psychological traits of human beings. This positive psychology theoretical framework was applied to the highly visible and captivating topic in society of intercollegiate sports. Intercollegiate coaches represent and influence multiple constituents from student-athletes, to faculty, and to fans (Brand, 2006). Often times the focus of intercollegiate athletics according to the media is the negative aspects associated with rule violations, overpaid coaches, and exploited athletes. Donahue, Rip, and Vallerand (2009) have also studied the maladaptive interpersonal behaviors in sport that result from the win at all cost mentality that may arise from obsessive passion in sport settings. Therefore, studies of the positive psychological traits of these leaders are important for extending knowledge about the practical application of the positive side of character strengths in these high-pressure, influential careers. The aim of this study was toward detecting positive character strengths that emerged from interviews about how the coaches lead their teams and experience their work lives. This study was conducted utilizing a qualitative methodology to interview 15 Division I-A intercollegiate coaches with a semi-structured interview guide. The interview procedures collected perceptions, stories, and experiences of character strengths in intercollegiate coaching. A variety of qualitative methods, such as triangulation and member checks, ensured trustworthiness and reliability of the data. The data were analyzed with qualitative software to code the results for themes, and selective coding by the researchers led to the development of the theoretical implications. From the data, six themes emerged in the form of positive character strengths. These themes were perseverance, honesty/authenticity, balance, kindness, social intelligence, and self-regulation. Coaches provided representative quotes in alignment with these themes. Themes that did not emerge in alignment with what society might expect of intercollegiate coaches, such as leadership and teamwork, were also interesting as results of the study. An unexpected theme discussed by the coaches was the theme of caring and kindness, and this is a theme that is often overlooked in the medias coverage of intercollegiate athletics. The theoretical advancement with this study is that successful coaches utilize different character strengths beyond societal expectations and societal theories regarding high performance coaching. A gap seems to exist between societys

negative perceptions of intercollegiate coaches and coaches positive perceptions of the actual practice of their work life. Conclusions reached in this study are that positive psychology and character strengths could be examined in more research-based detail in intercollegiate leadership. Positive work life is challenging in careers where pressure to succeed may be a barrier to positive interactions, and more studies are needed to examine how positive character strengths may be beneficial and supported in these careers. Future studies could also examine student-athlete perceptions of their coaches character strengths in comparison to coaches self-perceptions of signature character strengths for increased trustworthiness of the results.

TS-20: 2

Flourishing, moderately mentally health and languishing for physically active adult: Study from France

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The main purposes of this study were: (i) testing the correlation between the MHC-SF, SWLS and SVS as a positive indicator of the positive well-being composition and the GHQ-12 as indicator of the negative well-being; (ii) testing the structure of mental health as two continuum models (mental illness and mental health). Method: After having tested the factorial structure of the French version of the Satisfaction With Life Scale (SWLS, 5 item); Mental Health Continuum-Short Form (MHC-SF, 14 item); General Health Questionnaire-12 (GHQ-12 item); and Subjective Vitality Scale (SVS, 6 item). In this study, scales were administered to two French physically active samples. The first one were older adults aged 53 to 78 years (n=373). The second one was college students aged 17 to 32 years (n=509). The SPSS and LISREL program were used for correlation and confirmatory factor analyses. Results and conclusion: For both samples, positive significant correlations were found among SWLS, MHC-SF and SVS and negative significant correlation for the GHQ-12. Although the structure of the mental health model, as two continuums, has been confirmed for the two age populations. Goodness of fit indexes for college students was more acceptable than older people in terms of 2/df ratio, GFI, NFI and RMSEA.

TS-20: 3

Are there international differences in preferred working styles?

Ann Dadich, Geoffrey Chapman, Kate Hayes, Anneke Fitzgerald, Terry Sloan

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Background

Globalisation is associated with many benefits (Hartungi, 2006; Johnson, 2002; Mouhammed, 2009), which can enhance wellbeing. However, globalisation can be hindered by cross-cultural differences (Morris, et al., 1998). Disparate approaches or preferred working styles can impede effective communication across distinct cultures (Matveev & Nelson, 2004; Sanchez-Burks, et al., 2003). Given the role of globalisation in wellbeing (Helliwell, 2003) and positive psychology, it is important to understand such differences.

Aim

To determine differences in the preferred working styles of employees from different national cultures.

Method

Informed by the work of Hofstede (1983, 1984), the preferred working styles of 7,517 employees were profiled. Participants were employed in nations from three distinct cultures Anglos (95%), Asians (2.1%), and Northern Europeans (1.5%). Preferred working styles were profiled using the Instinctive Drives System® (I.D.®) a validated tool that measures four discrete drives said to influence cognition and behaviour (Burgess, 2007); these include the drive to improvise, the drive to complete, the drive to verify, and the drive to authenticate.

Results

Respondents from all three cultures have similar working styles. However, relative to their counterparts, Northern Europeans have higher drives to verify and improvise, yet reduced drives to authenticate and complete. This profile denotes a culture of employees who have a strong penchant for embracing opportunity in seemingly difficult situations; checking and evaluating; attending to emotional feedback from themselves and others; and challenging the *status quo*.

Conclusion

This research suggests that the cultural divide between Anglos, Asians, and Northern European employees is not pronounced but rather, respondents from these cultural groups share a tendency to verify and improvise, yet have reduced needs to authenticate and complete. The research also indicates that these similarities might be amplified in employees from Northern Europe. These findings have implications for effective cross-cultural communication, globalisation, and the promotion of wellbeing.

TS-20: 4

Core Self Evaluation– why some countries just do better

Norman Lee Buckley

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Abstract

Core Self Evaluation (CSE) has been suggested as a unitary construct which combines Self Esteem, Self Efficacy, Neuroticism and Locus of Control. Research links CSE to a wide range of outcomes including job performance, career decisions, job satisfaction, life satisfaction, income, response to feedback, social skills, academic achievement and entrepreneurial orientation. Many of these are known to link to the construct of positive affect and are core to the field of positive psychology.

This study examined the relationship between CSE and Facet5, a commercially available, web based, Big 5 personality model. There was a significant relationship between the CSE scale and Facet5 factors. Regression analysis produced a highly significant multiple R underpinned by Energy (Extraversion) and Emotionality (Neuroticism). Therefore it seems that while the CSE scale produces a reliable measure of a persons overall sense of self worth, a reasonable proxy of the construct can be obtained through Facet5 scores.

Previous research with large samples of Facet5 data from different countries has produced meaningful estimates of National Character which relate to various well known socio-economic indicators. Applying the CSE regression equation to these National Character scores produced estimated CSE scores for 23 countries. In turn these National CSE scores were related to the same socio-economic measures. Countries with a stronger Core Self Evaluation (more outgoing, confident and assured i.e. stable extraverts) are also wealthier, spread their wealth and power more evenly, focus more on individual success, have less role gender bias, take a shorter term view, have higher self esteem and have a freer press. And overall are happier. On these indices Northern European countries do well. Norway, Denmark, Germany and the Netherlands are in the top 5 estimates on CSE. So feeling better about yourself and being better off are linked. But which comes first?

TS-20: 5

Career Formation in Emerging Adults: Role of Work Hope, Work Values and Parental Relationships

Roslyn Fay Galligan, Zoe Woodruff

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Arnett's theory of Emerging Adulthood has focused attention on the period of life between the late teens and mid twenties. The aim of the present study was to identify distinct groups of Australian young adults who varied on Arnett's dimensions of emerging adulthood. Subsequently, how these groups compared in their career formation was examined by considering young adults' work values and hopes regarding goals, pathways and their sense of agency. The role that relationships with parents had in influencing work hopes and values and membership to the different emerging adulthood groups was then examined. The sample comprised 224 participants, of whom 157 were female and 67 male with ages ranging from 18 to 27, with the majority (75%) being current or past university students. Participants completed an online questionnaire assessing dimensions of emerging adulthood, work hope, work values, psychological well-being and perceived relationship quality with mother and father. Five distinct profiles of young adults were identified ranging from Idealistic Emerging Adults to a Confused group with a more negative profile. Corresponding differences among the groups were evident in their psychological well-being, work hope, work values, and perceived relationship with mothers. Support was found for the hypothesis that work hope and intrinsic work values mediated the relationship between perceived relationship with mother and group membership when comparing the Idealistic and Confused Emerging Adult groups. Findings indicated widespread variation in how young adults experience the transition from adolescence to adulthood and emphasise the importance of a positive relationship with mother for fostering a vocational direction. Failure to find gender differences or effects due to relationship with father, points to the need for future studies to have a better gender-balanced sample drawn from a wider socioeconomic range to effectively examine the role both parents play in the career formation of young adults.

TS-26: Resilience

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

TS-26: 1

Mastery and Resilience within a tripartite model of depression and anxiety

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This presentation reports on the use of exploratory factor analysis and structural equation modelling (SEM) to examine independence among cognitive and affective characteristics of well-being, and the inter-relationships between these variables, with symptoms of depression and anxiety. Data from a population-based study (n = 3989) supported the discriminant validity of cognitive well-being constructs (resilience and mastery), with two dimensions of affect, positive

(PA) and negative (NA) affect, whilst strong to moderate associations between factors were reported. Results of SEM analysis indicated that resilience and mastery were strong predictors of PA, but were less strongly related to depression and anxiety. A final model identified PA and NA, as mediating the associations of resilience and mastery with depression and anxiety, after controlling for prior SWB and mental health states. In conclusion, cognitive psychological well-being components are significant predictors of affect states, which may increase individuals' vulnerability to depression and anxiety.

Youth's Perspectives of Overcoming Life's Problems: Through the Resilience Lens

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Background: In todays unpredictable world, youths face many unforeseen challenges. The future of youths is very much determined by their adaptation to environment. Fostering resilience and positive development among youth remains a very important goal of our education system. We need to instill values and strength of character in our youths to face the future with confidence. Resilience reseachers have all focused on the adaptive value of effective coping and improvement in psychological functioning that result when individuals overcome challenges.

Aims: To ensure that all youths have the opportunity to build resiliency, this paper presents a study of how youths construed the positive aspects of their experiences in life. Specifically, the study examined what might be the common notions of resilience according to the youths and how they made meaning out of their negative life events.

Methods: A total of 428 youths, age between 16-25 years old, participated in this study using mixed-methods approach. Questionnaire with items of Negative Life Events and finding positive meaning in dealing with problems were used. Open-ended questions and focus group interviews on youths coping strategies were also conducted.

Results: Based on the youths integrated meanings on resilience, findings indicated that youths had cited qualities such as perseverance (66.1%), optimistic attitude (24.1%), problem-solving (12.1%), strength (10.8%), having beliefs or faith (7.2%), and goal-setting (2.1%) as crucial components of resilience. Further probing on how participants overcame their lifes problem allowed 12.9% of the participants to identify social support from family and friends and even spiritual support as helpful in overcoming lifes problems. Altogether, 78.6% of the youths found positive meaning in coping with their negative life events.

Conclusions: The results show that youths who were able to overcome lifes problems were more likely able to focus on productive coping and were positive in outlook. In other words, youths who possess attributes of resilience are more likely able to adapt to the challenges faced as compared to non-resilient youths. The author concludes that individuals, who construe positive aspects of their experience, are better adjusted and reflect their positive adaptation to meeting challenges in todays world. Public stakeholders may initiate more resilience-based preventive programmes to build capacity, skills and competency in youth.

Complexity: The creativity and resilience of creative teachers in Taiwan

WEI WEN LIN

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Many teachers said that its very hard to teach creatively, because they faced adversity and heavy loading of teaching duties. However, there were still many teachers who overcame their adversity and taught creatively to facilitate students learning. The purpose of this research is to study how creative teachers transform their adversities and continued their creative teaching. Six school teachers (4 for elementary and 2 for junior high schools) were sampled as the interviewees in this study. They were all recognized by the nationwide creative teaching awards in Taiwan. The interview results emerged that the resilience of creative teachers implies a system of complexity. The concept of complexity means that an order underlies the apparent disorder of all enduring systems. This order is characterized by two complementary, but often seemingly oppositional, processes: differentiation and integration. It is the ongoing processes of differentiation and integration that account for the ontogenesis of all living things. (Gute, Gute, Nakamura, Csikszentmihalyi, 2008). The results showed that there were two complexity system of the resilience of creative teachers. The first complexity system was the psychological complexity of creative teachers. The commitment of students learning, learner-centered beliefs, creative problem solving ability, creative role model of parents and grandparents and experiences of adversities in the growth serves as the integration process of creative teaching. The seeking for challenge, adapt to special need of students and community and developing more creative and efficient way to teaching serve as the differentiate process. The second complexity system was about the environment that creative teachers lived and worked. The integration process was about the support system of creative teachers. Those important supports of creative teachers were from

family members, school administration and educational mentors. The different ion process was the challenge from the peer teachers, students and parents. The creative teachers were resilient and creative from the complexity system.

Building resilient children

ANGELIKI SOURLANTZI, ANNY BENETOU
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He never knew his father; he was born soon after his father died. His mother remarried and he was sent away to boarding school. Few years after his mother died also. His stepfather made him work in a factory in London where he lived and wondered in the streets. This child suffered many difficulties in his life but he turned out to be successful and happy in his life. This is David Copperfield, the world famous character of Charles Dickens. Many elements within the novel follow events in Dickens own life, and it is probably the most autobiographical of all of his novels.

Many children face difficult situations early in their life; poverty, social discriminations, divorce, illnesses. Some children, in spite of the most adverse circumstances manage to survive and even thrive into adulthood. The phrase some children are so resilient is so often used. The concept of resilience originates from the early psychiatric literature and it examined children who appeared to be invulnerable despite difficulties in their life; over time the term invulnerable was replaced by term resilient. According to Rutter (1985) *resilience is the ability to bounce back or cope successfully despite substantial adversity*. Resilience was originally recognized as a personality trait but over the past decade it has been redefined as a dynamic process. Children can learn to be resilient and manage difficulties.

The aim of this presentation is to propose some in class interventions for the promotion of resilience in young children and to present the first results of the pilot implementation of the program in a kindergarten class in Athens, Greece.

WS-02: Enhancing positive emotions with the practice of savoring: a psycho educational programme

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-02: 1

Enhancing positive emotions with the practice of savoring : a psycho educational programme.

Anny Benetou, Maria Malikiosi-Loizos
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The broaden-and build theory of positive emotions, developed by Barbara Fredrickson, shows that positive affective experiences contribute and have a long-lasting effect on personal growth and development. Positive emotions broaden our thought-action repertoires, undo negative emotions, promote resilience and trigger an upward spiral towards more positive emotions and improved emotional well being.

The question however is how can we enhance positive emotions? What is the mechanism behind the broadening effect of positive emotions?

Savoring is the process of paying conscious attention to any experience of pleasure and appreciating the positive feelings associated with it. Presumably, the practice of savoring may help people become better at savoring. People capable of savoring any positive stimulus in their life, perhaps are the ones who experience more positive emotions and thus enjoy an overall greater emotional well- being.

A psycho educational programme was designed with the theories of Broaden- and Build of positive emotions and Savoring as a baseline, in order to test the previous hypothesis. Various empirically tested interventions were incorporated and arranged following the group stages and the norms for the coordination of psycho educational groups. The programme was implemented in different groups of students in the University of Athens. A battery of well-being and savoring questionnaires were completed before and after the intervention.

In the workshop, after a short theoretical presentation for the rationale behind the exercises, participants will have the chance to experience several exercises implemented in the programme. Examples of the exercises include: the daily vacation, memory building, sensory perceptual sharpening, awareness of kill-joy thinking.

WS-03: Developing Self-empowerment to promote Positive Organization

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-03: 1

Developing Self-empowerment to promote Positive Organization.

Stefano Gheno[1], Marta Farina[1], Giulia Stefani[2]
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According to the recent development of Positive Organization Scholarship theories, the approach to understanding and enhancing organizations must begin with what in the organization works well, and not from the problems that need to be solved (Cameron, Dutton & Quinn, 2003). In this perspective, the desire of development is considered a universal human condition. The individual and his/her generative desire is the engine of organizational development.

Within this framework, the Empowerment construct revealed to be very useful in its social, organizational, and psychological facets.

Originally, Empowerment was considered a process aiming at increasing power of socially disadvantaged groups. More recently, this construct entered the landscape of organizational disciplines (Conger & Kanungo, 1988; Spreitzer & al., 1997).

In 2005, Self-empowerment was defined as a process to increase the perception of power of individuals (Gheno, 2005). Self-empowered individuals have more psychological possibilities than individuals who are not. Research highlighted the positive relation between Self-empowerment, Well-being, and Organizational Development (Gheno, 2007). Self-empowerment has been used as a framework for employee training, coaching, counseling, and development center.

The aim of this workshop is two fold. First, to present the Self-empowerment model and its tools as a way to encourage personal and organizational development. Second, to allow participants to experience their own Self-empowerment.

The workshop will follow the structure of the operational steps of the Self-empowerment model: activating desire capabilities, building positive think-ability, mobilizing personal resources, and experimenting. During the workshop, dialogue with participants will alternate with practical exercises.

The expected outcome is to allow participants to joyfully experience the increase of their own sense of personal power, which will support a new vision of positive organizational development.

WS-04: Interactive Behavioral Therapy: Group Treatment for People with Intellectual and Psychiatric Disabilities
Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-04: 1

Interactive -Behavioral Therapy: Group Treatment for People with Intellectual and Psychiatric Disabilities

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The Interactive-Behavioral Therapy model of group psychotherapy for use with people with chronic mental illness and intellectual disabilities has received wide international usage over the past two decades and is at the core of an APA book *Healing Trauma: The Power of Group Treatment for people with Intellectual disabilities*. IBT is the most widely used evidenced-based group treatment for people with Intellectual and Psychiatric disabilities.

This workshop will focus on demonstrating techniques which have been successfully adapted from other well-established means of intervention (e.g.Cognitive-behavioral therapy, psychodrama, sociodrama). Videotapes of actual sessions will be shown (please note that the proper releases have been signed) as well as research validating both process and outcome when using these techniques. Division 49, *Groups Psychology and Group Psychotherapy*,recently published a two-part article on IBT as an evidenced -based model for use with this population.

At the core of the model is the affirmation of the emergence of therapeutic factors by group participants. And training of group members to identify positive interactions of other members during a session.

A sample of the research which will be presented are the results of a questionnaire based upon Seligmans 1994 Consumer Reports survey of client satisfaction with mental health services. Clients reported feeling helped by their participation in IBT groups (85%). It is of note that this figure corresponds closely to the 87% satisfaction rate found in Seligmans Consumer Reports study. Additionally, 21 (52.5%) of IBT participants felt they had been helped a great deal by therapy. The high degree of satisfaction reported in the questionnaire lends support to the presence of the therapeutic factors in IBT groups identified by Blaine (1993), Daniels (1998), Keller (1993) and Razza & Tomasulo These therapeutic factors are considered a robust measure of the therapeutic value of a group.

WS-05: Post-traumatic organizational growth: how positive psychology helped an institution bounce back from trauma

WS-05: 1

Post-traumatic organizational growth: how positive psychology helped an institution bounce back from trauma

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Casa Pia de Lisboa in Portugal is a public institution with foster care homes and schools, formed in 1780 with the purpose of educating, training, and including, both social and professionally, children and youth at risk.

Seven years ago, a scandal erupted: a group of children from Casa Pia accused some of the adults that took care of them of sexual abuse, revealing what was allegedly a pedophilia social network that included well know people from TV and the political arena.

The trauma experienced was collective, spreading through all the organizational culture. The pain and guilt of the adults that worked on the institutional premises grew immensely, they lost their scripts about what was right and wrong, at the same pace as the fear and insecurity grew in children and their families. Concurrently, confidence in the organization disappeared. Portuguese society in general resumed to moral disgust. Inside Casa Pia, protecting the kids, investing in what was still good and virtuous, restoring confidence, and dealing positively with trauma became an urgency to the several hundred involved.

This workshop will explore the premises and purposes, strategies and applications of collective strengthbased thought and action interventions that were co-constructed as a way of flourishing after the trauma. It will show practical illustrations of the several levels of systemic change (involving professionals, leaders, children/adolescents, families and community) and of the optimization of institutional-level virtues, as a way to (re)build a culture of positive emotions and positive relational episodes. During this seven year process, the courts are still ruling and there is no verdict.

The qualitative research methods, used to assess changes subsequent to the different projects implemented in different institutions of the same Casa Pia organization, indicate that training in PP helped prevent or diminish despair, depression and burnout in professionals and mobilized positive relationships, hope and self-efficacy, trought transformative and appreciative language and change in focus. It also created conditions for professionals to motivate themselves to engage with colleagues, families, and community, and to design interventions that involved the whole system.

Limitations and difficulties that were present will also be discussed with participants.

Globally, the impacts of the PP intervention have been allowing for professionals, children and families to "Supervive" and regain trust, solidarity and joy, along with renewal capacity for action under challeging circunstances.

WS-16: Generations as keyplayers in the evolution of social systems/organizations
Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-16: 1

Generations as keyplayers in the evolution of social systems/organizations.

Aart Bontekoning
Magma, Netherlands, The; bontekoning@magma.org

I am an organizational(change) psychologist in the Netherlands.

Last fifteen years I did PhD-research on the cross point of generations in organizations / cultural change processes / social innovation. Result in 1997: PhD degree on the topic 'Generations in Organizations, *the hidden powers of our social evolution'.*

Aim of my study was to find evidence for what several philosophers and sociologists and historians (Comte, Mannheim, Marias) wrote about in the last two centuries: the (only) function of generations is to create evolution in social systems.

Method: Video analyses of the typical social patrons of each working generation.

Firstly, a theoretical framework was built which gave insight into the origin and development of generations and into the function of generations as social layers in an organizational culture. This generation theory shows cultural change in organizations from a new perspective. Successive generations create evolutionary change processes in every phase of their organizational life. These cultural change processes are necessary for survival. Generations intuitively know what

they have to do in their phase of life to renew their profession and their organization in order to stimulate the socio-economic and ecological wellbeing. It concerns their collective destination. **Generation members look more energetic and happier when they succeed in their evolutionairy function.**

If the different generations with their characteristic values and behaviours are compared with one other at the same stage of life, their differences help us draw the contours of four distinct cultural change processes. These were found to develop around 2007-2009 in Dutch organizations. These processes take place under our noses, but are hardly seen and therefore often unconsciously frustrated. Awareness of these evolutionary processes creates opportunities to guide and support them in a better way.

I am now expanding my research to generations in Eurpean countries and other countries in the world.

Aart Bontekoning

(www.aartbontekoning.com (english)

WS-20: How to integrate competence management and talent development

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-20: 1

How to integrate competence management and talent development

Luk Dewulf

Kessels & Smit, The Learning Company, Belgium; dewulf@kessels-smit.be

In my book "Ik kies voor mijn talent" ("Talent is a choice"), I make a distinction between talent and talent in action. Talent in action = Talent + behaviour + context. Having talent means having the capacity to perform tasks seemingly without effort. But having talent doesnt mean people express that talent. For that they need to develop new behaviour with that talent. People are able to make that effort because the energy they get from using their talent is huge. It is the context that brings about the motivation for developing talent. Some people are aware of their talent or can be interviewed to discover their talent. But for a lot of people, it is in a new context that they discover that they have specific talents. Putting (young) people in different contexts is an excellent way to discover new possibilities and talent.

Helping people to opt for talent is a sustainable choice. Sustainability is about making choices while being aware of the long term consequences of those choices. Positive Psychology and especially the research of Barbara Fredrickson produces more and more evidence that talent leads to subjective well-being, resilience, better performance, less burnout, ..

Both in education and organisations, weaknesses and problems are the starting point for development and growth. This relates to the fact that most business processes have this focus. Gap thinking in that sense is contagious. Most organisations use competence management systems based on the implicit norm that every person should satisfy a list of competences for a role or a function. In an assessment, the gaps are identified and development plans are aimed at eliminating gaps through training. Research on strengths shows that organisations should invest much more in identifying and developing talent.

There is an important difference between competence and talent. Competence is about behaviour in a specific context. Talent is about behaviour in a specific context that makes people to feel stronger, that brings subjective well-being. For that reason it is important that organisations create conditions that enable people to use their talent in work, and create contexts so that people develop that talent through work. In this workshop, I will present a model and a questionnaire that supports organisations to identify five relational practices that are crucial in combining talent development and competence management: (1) gap based remediation of skills and knowledge that are crucial for a job, (2) goal setting and provision of feedback, (3) talent identification and development, (4) matching job & talent and (5) shaping goals and strategy based on talent. These relational practices are aimed at bridging the tension between two different perspectives in organisations: a gap based perspective in which growth is measured in terms of the distance between the actual level and the norm and a growth perspective based on growing from an actual level. The five practices are highly relational. In one company, the presence of these practices differs based on the quality of leadership and the quality of human relations.

WS-25: From crisis to global competiveness through positive psychology principles

Time: Thursday, 24/Jun/2010: 13:00 - 14:30

WS-25: 1

From crisis to global competiveness through positive psychology principles

Henrik Kongsbak[1], **Bo Holm Jensen**[2]

[1]Resonans A/S, Denmark; [2]Novo Nordisk A/S; hk@resonans.dk, bohj@novonordisk.com

This workshop describes a spectacular journey for a production plant at the pharmaceutical company Novo Nordisk. Rising from deep crises to global competiveness the workshop is focused on how one can apply positive psychology principles to a traditionally deficit oriented production plant and get extraordinairy results.

Presented by both the production plant director at Novo Nordisk, Bo Holm Jensen as well as the consultant from Resonans, Henrik Kongsbak, the workshop will present and discuss how to:

- apply positive psychology principles in a tough business oriented production plant

- anchor and nourish a positive mindset over time (4 years)

- show examples of breakthrough results that have come out of this journey

- integrate it with optimizing philosophies like Lean Manufacturing and Six Sigma

- dilemmas and barriers to make it work

- as well as whatever questions you might have.

The project got awarded as Best Change Project in Denmark by The Danish Management Board in 2009

INV-SYM-02: James Pawelski
Time: Thursday, 24/Jun/2010: 15:00 - 16:30

INV-SYM-02: 1

Positive Humanities: Positive Psychology and the Transformation of Culture
James Pawelski[1], **Robert Vallerand**[2], **Mihaly Csikszentmihalyi**[3]
[1]University of Pennsylvania, United States of America; [2]Université du Québec à Montréal, Canada; [3]Claremont Graduate University, United States of America; pawelski@psych.upenn.edu, vallerand.bob@gmail.com, miska@cgu.edu

At the First World Congress on Positive Psychology in 2009, Martin Seligman issued a challenge to positive psychology. The challenge is to ensure that 51% of the worlds population is flourishing by the year 2051. If we take this challenge seriously, there is lots of work for everyone in positive psychology to do. There is the theoretical work of developing definitions and models of human flourishing, the empirical work of determining the best ways to help people achieve human flourishing, and the applied work of delivering positive interventions to large populations. But positive psychology will not be able to meet Seligmans challenge alone. In positive psychology, we have a science of well-being; to meet Seligmans challenge, we will also need to have a culture of well-being. While social sciences like psychology rely on quantitative and experimental methods and aim at nomothetic results, the humanities use historical and hermeneutical methods and aim at idiographic results. The scientific methods used by positive psychology are giving us many valuable results in the quest for human flourishing, and many gifted practitioners are now applying these results to individuals and groups. But to achieve a culture of well-being, positive psychology perspectives and results will have to be applied not just to people but to the various disciplines of the humanities. The humanities, which include such disciplines as history, literature, law, philosophy, religious studies, art, and music, are concerned with human culture and comprise a large part of what is taught to children in K-12 schools and to adults in universities. This Symposium explores the new field of the Positive Humanities, arguing for dialogue between positive psychologists and thought leaders in the humanities and showing how such dialogue can be fruitful for the transformation of culture. In particular, we will focus on literature and music to illustrate the promise of such transformation. Additionally, work in the humanities, with its different methods of investigation, can also help positive psychology grow through deepened theoretical perspectives, more nuanced experimental constructs, and better understood empirical results. In this way, the science of well-being and the culture of well-being can create an upward spiral to help us meet the challenge of understanding and fostering human flourishing.

INV-SYM-03: Ryan Niemiec
Time: Thursday, 24/Jun/2010: 15:00 - 16:30

INV-SYM-03: 1

The Application of Character Strengths: New Interventions for Best Practice
Ryan M. Niemiec
VIA Institute on Character, United States of America; ryan@viacharacter.org

The VIA Classification of 24 character strengths (Peterson & Seligman, 2004) has played a central role in the field of positive psychology. Over 150 scholarly articles have reviewed, critiqued, praised, analyzed, and discussed the VIA Classification and VIA Survey. Studies suggest some character strengths, more than others, are strongly linked with life satisfaction, engagement, meaning, pleasure, physical health, academic achievement, military performance, trust, effectiveness in teaching, psychological distress, aggression, posttraumatic growth, etc. Despite this wide acclaim and

interest of educators, researchers, business executives, and practitioners, the application of the character strengths is less widely known.

What are some ways to enhance courage? How might a practitioner work with a clients wisdom? What might be the optimal default strategies that a practitioner could turn to that can be applied across all the character strengths? This presentation will provide an overview of the major findings around character strengths and discuss the latest applications designed to enhance specific strengths. Implications for practitioners applying the character strengths with clients will be discussed. A 3-step approach for working with character strengths will be reviewed.

SYM-05: Global Views on Well-being Using Large Data Sets: From field studies to policy-making
Time: Thursday, 24/Jun/2010: 15:00 - 16:30

SYM-05: 1

Global Views on Well-being Using Large Data Sets: From field studies to policy-making

Carmelo Vázquez[1], Gonzalo Hervás[1], Felicia Huppert[2], Timothy So[2], Ruut Veenhoven[3], Joar Vittersø[4], Robert Biswas-Diner[5], Nic Marks[6]

[1]Complutense University, Madrid, Spain; [2]University of Cambridge, UK; [3]Erasmus University, Roterdam, Netherlands; [4]University of Tromsø, Norway; [5]Centre for Applied Positive Psychology (CAPP, Warwick, UK); [6]New Economics Foundation (NEF, London, UK); ghervas@psi.ucm.es, fah2@cam.ac.uk, tcts2@cam.ac.uk, Veenhoven@fsw.eur.nl, joar.vitterso@uit.no

Positive Psychology is nurtured through different types of sources, from neuroscience studies and experimental research on emotions to community-based surveys. The focus of this symposium is to show the results of some recent studies based on national or international large samples that are anchored in sound theoretical bases on what well-being is. Although these studies differ in their procedures and sampling strategies, they are an important tool to validate consistent dimensions of well-being. In some cases, these studies can help to reveal significant crossnational differences in idiosyncratic components of well-being. The symposium will show some current initiatives in this direction and will also provide a forum to discuss the implications that this type of large-scale studies may have in policy-making at different societal levels .

SYM-05: 2

How can we explain the large cross-national differences in the prevalence of flourishing across Europe?

Timothy T C So, Felicia A Huppert
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Background

We have previously described a new approach to developing an operational definition of flourishing based on features which are at the opposite end of the mental health spectrum to common mental disorders. In a sample of 43,000 people across 23 European countries who participated in the European Social Survey (ESS) we reported large differences in the prevalence of flourishing. This ranged from 39% in Denmark to 8% in Russia and Slovakia. Flourishing prevalence was associated with a number of socio-demographic factors including age, income and education, but large cross-national differences still remained when we controlled for socio-demographic variation between countries.

Aims

In this presentation we look beyond socio-demographic variables to try to understand these differences. Specifically, we examine the role of health, social relationships and values as predictors of adult flourishing. We examine these both at the level of the individual participants and at country level.

Method

We analysed data from the ESS as well as obtaining national statistics where appropriate. Health variables included self-reported health as well as national statistics on life expectancy and healthy life expectancy. Measures of social relationships included social contact and the giving and receiving of social support, as well as measures of social capital, including social trust. Values were assessed using the Schwartz Values Inventory which allows differentiation between values such as individualism versus collectivism and materialism versus non-material values.

<u>Results and Conclusion</u>

Our new analysis of the flourishing data incorporating these factors demonstrates their significant association with flourishing, and helps to some degree to explain the cross-national differences. However, substantial differences remain which will need to be examined further if we wish to promote flourishing across Europe.

SYM-05: 3

Defining, measuring and promoting flourishing in Europe

<u>**Felicia A Huppert**</u>**, Timothy TC So**

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Positive psychology is having an impact on economists and policy makers, who increasingly realise that the way people experience their lives is as important as the objective facts of their lives e.g. GDP or service provision. However, the well-being constructs which economists and policy makers use have largely been limited to happiness or life satisfaction. In this presentation it is argued that a broader concept of positive experiences is needed. In line with the ideas of Aristotle, Sen, Ryff & Keyes and others, it is proposed that we need not only to consider positive feelings (hedonic approach) but also positive functioning (eudaimonic approach). A combination of sustainable positive feelings and effective functioning is referred to as flourishing. This condition can be regarded as being at the opposite end of the mental health spectrum to common mental disorders. This keynote lecture describes an approach to developing an operational definition of flourishing which is based on the opposite of the features used to operationalise common mental disorders in DSM and ICD. Using this approach, we have analysed data from 43,000 people across 23 European countries, which shows very large differences in the prevalence of flourishing. We examine the socio-demographic factors associated with flourishing, as well as exploring the ways in which flourishing is related to traditional measures of happiness and life satisfaction.

Using findings from the extensive UK Governments Foresight Report on Mental Capital and Wellbeing, we explore the ways in which the factors which determine flourishing can be promoted both in individuals and communities, and provide examples of some recent UK initiatives to create flourishing cities and counties. The emphasis is not only on creating positive outcomes, but developing a strong evidence base for establishing the effectiveness of a wide range of interventions, and developing novel ways to share this knowledge.

SYM-05: 4

National Accounts of Well-being

<u>**Nic Marks**</u>**, Juliet Michaelson, Saamah Abdallah, Sam Thompson, Nicola Steuer**

nef (the new economics foundation), United Kingdom; nic.marks@neweconomics.org

Creating National Accounts of Well-being

If societies are going to adopt the improvement of population well-being as an over-arching goal then governments will need to regularly and systematically assess population well-being. Using data from round three of the European Social Survey, that included a special module on personal and social well-being[1], the Centre for Well-being at **nef** (the new economics foundation) produced, as an illustration of the potential new approaches, the first comprehensive set of National Accounts of Well-being (NAWB). The overall aim of NAWB project at **nef** proposes that we need:

· A new way of assessing societal progress
· A cross-cutting and more informative approach to policy-making
· Better engagement between national governments and the public

Specifically the framework proposed suggests that governments need to capture:

· More than Life Satisfaction
· Personal and Social Dimensions
· Feelings, functioning and psychological resources

The analysis of the data included innovative methodologies for creating easy to interpret indicators and the design of well-being profiles to aid the visualisation of results. Scandinavian countries were the top performers on overall well-being with Central and Eastern European countries have the lowest well-being. Portugal and Spain have considerably greater average levels of social well-being than personal well-being. The well-being profiles reveal considerable variation across European countries, with some nations, such as Hungary, doing poorly reducing the prevalence of negative emotions but well in scores of trust and belongingness.

The NAWB project at **nef** continues with communications, advocacy and policy briefing work.

[1] The questionnaire design team for the well-being module of the ESS was led by Professor Felicia Huppert, Cambridge University UK and also included Dr Andrew Clark, DELTA, Paris, France; Nic Marks, **nef**, London, UK; Professor Johannes Siegrist, University of Dusseldorf, Germany; Dr Alois Stultzer, Zurich University, Switzerland and Professor Joar Vittersø, University of Tromsø, Norway.

SYM-14: Why can't we agree about freedom and moral responsibility? Independent influences of expertise and heritable personality traits

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

SYM-14: 1

Why can't we agree about freedom and moral responsibility? Independent influences of expertise and heritable personality traits

Eric Schulz[1], **Edward Cokely**[1], Adam Feltz[2]

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Theory suggests that certain moral beliefs are crucial for happiness and healthy social relationships. Yet people often disagree on important moral issues. Even experts, such as professional philosophers and ethicists, fail to reach consensus on some fundamental issues. Recent research bridging psychology and experimental philosophy has suggested that philosophically relevant intuitions of the folk (i.e., philosophically naïve individuals) are related to heritable differences in personality (i.e., extraversion) (Cokely & Feltz, 2009; Feltz & Cokely, 2009). Here, we extend this research to assess the influences of both personality and philosophical expertise.

Data was collected via an online experiment circulated to both students and professional philosophers. In order to objectively assess philosophical expertise, we developed an instrument to measure knowledge of issues in the free will debate. We also measured all facets of the personality trait extraversion. Finally, participants responded to a scenario describing a violent crime in a deterministic universe, which revealed intuitions about free will and moral responsibility's relation to determinism. Results provide the first evidence that philosophical expertise is associated with differences in incompatibilistic intuitions (i.e., free action and moral responsibility are incompatible with the truth of determinism). Critically, controlling for the influence of philosophical expertise, extraversion continued to uniquely predict compatibilistic judgments (particularly the facet Warmth).

Findings provide converging evidence that fundamental philosophical debates may reflect, in part, heritable tendencies that are highly resistant to change. As such, satisfying lives may require more than a "one size fits all" view of morality. We further speculate that the diversity of these fundamental intuitions reflects evolutionary adaptive variation that has helped our ancestors to cope with our complex, risky, and uncertain world. Implications for positive psychology, ethical theory, and applied ethics will be briefly discussed.

TS-05: Methodology 2

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

TS-05: 1

New Insights in Happiness with the Happiness Monitor: a day reconstruction approach

Wido Oerlemans, Ruut Veenhoven

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Happiness research is still mostly based on surveys that suffer from social desirability, and are dependent on peoples memory that is often inaccurate. Furthermore, much research on happiness is still cross-sectional (e.g. Lyubmoirsky, King & Diener, 2005). Happiness measures that are collected on a (close to) real time basis have the advantage of minimizing the filter of memory and social desirability (Khaneman, & Krueger, 2006). Moreover, it becomes possible to relate happiness to various activities people engage in on a daily basis. This paper addresses the above dilemma, and introduces a web-based electronic diary tool - the happiness monitor - as a way to follow large groups of people on a (close to) real time basis. The happiness monitor uses elements of the day reconstruction method (Khaneman, & Krueger, 2006). Participants are asked to reconstruct their daily episodes. One episode includes a specific activity, asks about the life domain in which the activity took place as well as social interaction partners. After this, participants are asked to rate their happiness during each of these episodes.

Using this method, we are currently monitoring over 5000 participants in the Netherlands. For instance, one subsample includes 5888 elderly who were followed once every month for 4 consecutive years. Together these elderly have reported

over 80.000 daily episodes and accompanying happiness levels (see paper included). Moreover, a new research project called Gelukswijzer started in October 2009, and already includes over 5000 Dutch participants.

Preliminary findings demonstrate that although happiness is rather stable over time (week, month, year), happiness fluctuates significantly within days, depending on both the time and types of activities people engage in. Moreover, happiness levels progress over the course of the day, and show the highest levels when the people engage in voluntary, social or high effort activities. At the conference, we will reveal what combinations of activities work best in terms of happiness, also depending on the specific life-circumstances people are in (e.g. in terms of age, gender, income, having a job, and so on).

Theory- and evidence-based intervention: Practice-based evidence - Integrating positive psychology into a clinical psychological assessment- and intervention model and how to measure outcome

Poul Nissen

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PRACTICE BASED EVIDENCE

Integrating positive psychology into a clinical psychological assessment- and intervention-model and how to measure the outcome

The presenter will introduce a model of how to perform theory- and evidence-based as well as practice-based assessment and intervention in connection with children and adolescents with some degree of arrested identity-development. The assessment comprises a holistic approach to treatment planning, and recognises the influence of community, school, peers, family and the functional and structural domains of personality at the behavioural, phenomenological, intra-psychic and biophysical level in a dialectic process. One important aspect of the theoretical basis for preparation of this model is that a childs personality must be interpreted in terms of the historic context. The assessment- and intervention model focuses equally on the individuals strength, virtues and relations as well as obstacles against development within the individual and its relations. Finally, the assessment- and intervention-model provides guidelines for measuring the outcome

The dimensional structure and factorial invariance of the Satisfaction with Life Scale in a Norwegian population

Jocelyne M. R. Clench-Aas, Ragnhild Bang Nes, Odd Steffen Dalgard, Leif Edvard Aarø

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Background

Results from previous studies evaluating the dimensionality and factorial invariance of the Satisfaction with Life Scale (SWLS) are inconsistent and most studies are based on small to moderately sized homogeneous samples.

Aims of study

This study examines the factorial structure and factorial invariance of the SWLS in a adult Norwegian males and females.

Methods

The Satisfaction with Life Scale (SWLS) of Diener and Pavot (1985) was used. The full battery includes five questions and has a 7 point scale. The sample size included a large (N=4,984) and nationally representative sample of Norwegian males and females aged 15 to 79 years. Factor analysis modeling by means of AMOS was conducted to explore dimensionality and test for measurement invariance in factor structure, factor loadings, intercepts and residual variance in the entire population and across gender and age groups.

Results

The data supported a unidimensional structure. Factor loadings, could be constrained to equality between the sexes, indicating metric invariance between genders. The SWLS was shown to be slightly sensitive to age at all levels of invariance testing, however differences were small.

Conclusion

The results seem to indicate that a single factor latent structure is valid in the Norwegian data. Results can be compared cautiously across subgroups based on gender and age.

TS-28: Well-being - Children

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

Well-being Therapy in children: clinical cases illustration

Elisa Albieri, Chiara Ruini, Dalila Visani, Emanuela Offidani, Fedra Ottolini

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Background: Anxiety, mood and somatoform disorders are common psychiatric conditions affecting children. If untreated, these problems can predict negative outcomes and distress in adulthood. Recent trends in child psychology underline the importance of developing childs competencies, resilience and optimal functioning. A specific psychotherapeutic strategy for enhancing adult patients well-being (well-being therapy; WBT) has been developed: controlled trials indicate that WBT is effective in determining remission of symptoms, improving well-being and preventing relapses in depressive disorders.

Aims: The aim of this pilot study was to apply a modified form of WBT to a child population of patients and to test its effects in reducing symptoms and developing new skills and competencies.

Methods: The treatment protocolconsisted of eight, weekly one hour sessions. Two additional sessions were addressed to parents. We report here 3 cases(diagnosis: generalized anxiety disorder, ADHD, major depressive disorder) where this Child WBT protocol was tested, which are particularly interesting by a clinical point of view.

K-SADS-PL and Kellners Global Rating Scale of Improvement were used, in order to evaluate children clinical status at the intake, at the end of the therapy and after 1 year.

Results: All children improved, particularly in somatic symptoms and anxiety, both at post treatment and follow-up and a great improvement in social skills and competences was also observed. Positive behavioral changes were reported by childrens families.

Conclusions: This new therapeutic approach, performed for the first time on a child sample, is a very promising intervention. The innovative ingredient is the promotion of psychological well-being and the focus on optimal functioning. Further controlled investigations with larger sample are needed, to confirm the role of this new protocol for the treatment of somatic and psychosocial symptoms in paediatric settings.

Quality of life: the development of a generic measure of quality of life for children aged 4-7

ANGELIKI SOURLANTZI, MARIA MALIKIOSI-LOIZOS

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The term quality of life has become widespread in recent years and there has been a considerable amount of research conducted in the area. According to the World Health Organization (1998) quality of life is defined as an individuals perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.

Historically, interest in the quality of life area focused on adults as it has been assumed that children cannot reliably report their quality of life. However, this assumption is challenged and recent research indicates that quality of life of young children (under the age of 7) not only can be measured but children are able to self report their quality of life as well.

Which are the indicators of childrens quality of life? Can children rate their quality of life when appropriate measures are used and if so, from what age on? Is there any significant correlation between childrens rating and the ratings of their parents and teachers?

The purpose of this presentation is to report the development, psychological properties and preliminary findings of a new child completed pictorial generic quality of life measure for children aged 4-7 with parallel proxy measures for parents and teachers.

Evaluation of intervention programs:Ensuring best practices in interventions for children

Henriette Susanna Van den Berg, Marisa De Villiers

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Post apartheid South Africa is not very kind to the health and well-being of children. Stress resulting from political uncertainty associated with the large scale societal transitions, very high crime rates as well as poverty and poor service delivery converge in high levels of distress in adults and their children. The lack of well coordinated social and psychiatric services for children within the health and educational systems further exacerbate the problem. This creates a need for intervention programs aimed at promoting resilience amongst children. Unfortunately very few of the intervention

programs offered by psychologists, social workers and educationalists are subjected to rigorous scientific evaluation to determine the potential impact on participants. The purpose of this study was to develop, implement and evaluate a resilience program for children and to determine whether the effects of the program lasted over a three month period.

A sample of 168 South African children between ages 11 and 12 were selected randomly from one school district in one SA province. The Solomon four group design was used as experimental design. As a result two experimental and two control groups of 40 participants each were formed. Only one control and one experimental group were subjected to pretesting to elimate pretesting sensitisation. An intervention program consisting of fifteen sessions including skill building exercises related to emotional regulation, problem appraisal and solution, effective communication and relationship building as well as dealing with diversity, was implemented for the two experimental groups. Both experimental and control groups completed the post-testing as well as a three month follow-up testing. After the three month follow-up test the intervention program was also implemented for interested members of the control group. The results were measured with the Emotional and Behavioural Rating scale (Epstein & Sharma, 1998), Resiliency Scales for children (Prince-Embury, 2006) and the Fortitude Scale (Pretorius,1998). Between group analysis of variance was calculated for all variables (including interpersonal strenghts, intrapersonal strenght, school functioning, affective strenght, family involvement, sense of mastery, sense of relatedness, emotional reactivity,self-appraisal and general social support).

The resilience program improved the participant's level of self appraisal, interpersonal strenghts and emotional regulation, while the improvement in self appraisal was retained after three months. The results of the study emphasise the importance of rigorous evaluation of the impact of intervention programs, especially in resource poor countries such as South Africa. The importance of adjusting programs to the needs of specific populations was also evident during the implementation of the intervention. The inclusion of parents and teachers as important systemic influences on children was also highlighted by the results.

TS-32: Positive Treatment of Illness 1

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

TS-32: 1

Breast Cancer, physical activity and well-being: A large scale qualitative study

Kate Hefferon

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Following breast cancer diagnosis, patients report several beneficial outcomes due to their process of struggling with the adversity, a phenomenon coined as posttraumatic growth (PTG) (Tedeschi & Calhoun, 1996). Although there has been significant advancement in PTG research, recent reviews have highlighted the limitation of quantitative reports on physical illness and PTG (Sabiston et al., 2008; Hefferon et al., 2009). Therefore, the aim of this study was to attain qualitative insight into the nature of PTG, following breast cancer diagnosis, across a large population, using inductive thematic analysis. The participants were 100 female breast cancer survivors, who participated in an exercise programme during their cancer treatment (Mutrie et al., 2007). They participated in one semi-structured interview at their five-year follow-up, the primary focus being to understand their general quality of life and existence of PTG. Preliminary analysis has yielded fascinating insight, with the final results to be reported upon completion of analyses.

TS-32: 2

TREATMENT ADHERENCE AND SUBJECTIVE WELL-BEING IN HIV/AIDS INFECTION

Ana Catarina Reis, Marina Guerra, Leonor Lencastre

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The main goal of the study was to analyze the relationship between treatment adherence and Subjective Well-Being in HIV/AIDS Infection.

The empirical study was developed at two Portuguese hospitals (Oporto and Lisbon) with a 197 out-patients sample diagnosed with HIV/AIDS attending the Infecciology service and on antiretroviral medication, during a 6-month period (February to July 2009).

All patients were asked for voluntary fulfillment of the questionnaire which recorded information on different socio-demographic variables. Clinical records were inspected in order to collect additional clinical information from the patients. The *Questionnaire to Assess Adherence to Antiretroviral Treatment-HIV* was used in order to evaluate the adherence´s level (CEAT-VIH in the original by Remor, 2002) in Portuguese version of Reis, Lencastre, Guerra and Remor (in press).

To measure the Subjective Well-Being, it was used the *Positive and Negative Affect Schedule* (PANAS) (Galinha & Ribeiro, 2005) and the *Satisfaction with Life Scale* (Neto, 1993), both in Portuguese version.

The study shows evidence of statistical association between positive and negative affects with satisfaction with life and with the adherence behaviour measured through CEAT-VIH and also statistical differences between clinical variables and Subjective Well-being.

We consider the multiplicity and the interaction of several determinants of influence in the adaptation process during the HIV/AIDS treatment. The results may have implications for the psychological intervention to improve the adherence's level to the antiretroviral therapy.

keywords: Adherence; Subjective Well-Being; Positive affect, Negative affect, HIV/AIDS.

STUDYING PREDICTOR OF POSTTRAUMATIC GROWTH: A LONGITUDINAL STUDY ON CANCER PATIENTS

Marta Scrignaro[1], Maria Luisa Bonetti[2], Sandro Barni[2], Maria Elena Magrin[1]
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Background. Some empirical evidence highlights the presence of personal growth related to the experience of cancer illness in 50% to 90% of patients (Joseph & Linley, 2008; Stanton, 2006). Although the existence of posttraumatic growth (PTG) in cancer patients is well-known, less is known about why some patients experience more positive changes than others.

Objectives: The aim of the present study is to investigate the role of social support and coping strategies in enhancing PTG in cancer patients. The study focused on both avoidance and approaching coping and on four distinct types of social support: a) perceived availability, b) actual received, c) satisfaction with received support and d) the competence of caregiver to satisfy the patients basic psychological needs of autonomy, competence and relatedness.

Methods: A longitudinal study was conducted with a group of 41 cancer patients currently in the treatment and management phase of their illness. Data were collected at two time points (T1 and T2) that were six months apart. Social support was assessed using the Interpersonal Support Evaluation List (Cohen et al., 1985) and the Need Satisfaction in Relationship Scale (LaGuardia et al., 2000). Coping strategies were assessed using the Brief COPE questionnaire (Carver et al., 1997).

Social support and coping strategies were assessed only at T1. Post-traumatic growth was assessed using the Post-Traumatic Growth Inventory (Tedeschi & Calhoun, 1996) both at T1 and at T2.

Results: Regression analyses showed that autonomy-supportive caregivers (=.42***) and a problem-focused strategy of coping (=.55***) significantly predicted greater post-traumatic growth at T2 (R^2=.47).

Conclusions: The study gives a contribution in deeply understanding the type of social support that specifically may help cancer patients to surpass the level of functioning they had before diagnosis. Further, findings confirm the important role of using a problem-focused coping strategy to grow psychologically.

The Relationship between Posttraumatic Growth and Traditional and Non-Traditional Coronary Artery Disease Risk Factors

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Background: Approximately 1 in 5 Coronary Artery Disease (CAD) patients report positive psychological change after struggling with CAD. Post-traumatic growth (PTG) refers to the experience of positive consequences arising from struggle with a traumatic experience. Greater PTG is related to quality of life and also lower morbidity and mortality among chronically ill patients. However, few studies have examined the mechanisms to explain this association. This study investigated the relationship between PTG and both emerging and traditional CAD risk factors.

Methods: 2636 CAD in-patients (n=654 [24.8%] females; age 64.99±11.22) recruited from 11 acute care sites in Ontario, were given baseline and mailed follow-up surveys 1-year post-discharge assessing physical activity (PASE) and depressive symptoms (BDI-II). The follow-up survey also assessed PTG (PTGI). 1803 participants completed both surveys (80.2% retention rate) and 421 provided a blood sample. Pearsons r was used to test the relationship between PTG subscales and CAD risk factors.

Results: Most PTG subscales were significantly related to lower traditional CAD risk factors: new possibility was related to lower LDL cholesterol (p=0.021) and cholesterol-to-HDL ratio (p=0.012), personal strength to lower triglycerides (p=0.048) and cholesterol-to-HDL ratio (p=0.04), spiritual change to lower triglycerides (p=0.022), personal strength to lower triglycerides (p=0.022) and cholesterolto-HDL ratio (p=0.04), and spiritual change to lower triglycerides (p=0.015). Moreover, appreciation of life (p=0.016) and new possibilities (p=0.033) were significantly related to increased level of physical activity over time. For non-traditional risk factors, all PTG subscales (ps<0.0001-0.031), except spiritual change, were significantly related to reduction in depressive symptoms in the intervening year.

Conclusions: This study is the first to link PTG to lower risk factors among CAD patients, including better lipid profile, greater increase in physical activity and reduction in depressive symptoms over time. While causal conclusions cannot be drawn further experimental research of these associations is warranted.

TS-40: Strengths 2
Time: Thursday, 24/Jun/2010: 15:00 - 16:30

TS-40: 1

Integration of Schema Based Cognitive Behavioural Therapy with a Strengths-Based Approach

Kate MacKinnon, Robin Murray

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Integration of Schema Based Cognitive Behavioural Therapy with a Strengths-Based Approach

Kate MacKinnon and Robin Murray

Enhancing the success rate of current evidence-based CBT for psychological disorders as well as enhancing life satisfaction is a continuing goal for psychologists. Martin Seligman developed a strengths-based program in positive psychology; we propose that this approach can be integrated clinically in cognitive behavioural therapy (CBT) with Jeffrey Young's Schema Therapy by using a mapping process. Strengths and Schema Focused CBT, a new approach developed by the first author, was assessed in a pilot study. It aims to explore how a client's negative core beliefs or schemas inhibit use of their character strengths, how strengths might be used to enliven and enhance the work of overcoming negative core beliefs, and how clients' self-awareness of strengths and schemas can be used to enhance personal growth. Ten individual clients were assessed by pre- and post-test with the Beck Depression Inventory II, Depression, Anxiety and Stress Scale, Life Distress Inventory, Life Satisfaction Scale and Young's Schema Questionnaire and treated with this new therapeutic mapping approach. We conclude that this new intervention has significant potential and should be further studied with a larger and more diverse group.

TS-40: 2

PSYCHOLOGICAL CHARACTERISTICS OF HIGH ACADEMICALLY RESILIENT STUDENTS OF HISTOTICALLY DISADVANTAGED COMMUNITY IN INDIA

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The present study aims at identifying and delineating the psychological characteristics of academically resilient and academically non-resilient students historically disadvantaged community in India. One thousand students belonging to historically disadvantaged communities pursuing graduate courses in various branches of engineering were included in this study as subjects. Both males and females were included in the sample. The students belong to castes and tribes explicitly recognized by the Constitution of India for providing special provisions for uplifting. These castes and tribes were previously called the *depressed classes* by the British and were otherwise known as untouchables. Some Scheduled Castes in India are also known as *Dalits.* Some Scheduled Tribe people are also referred to as *Adivasis.* The participants in the study included purposive samples drawn from four different districts of Tamil Nadu, India. Data on their Academic Resilience were collected and studied in relation to Attitude and Ethics (Attitude towards education and Academic ethics), Academic orientation (Academic help-seeking Academic Procrastination, and Study Habits), Level of aspiration, and certain personality characteristics (Self-Concept, Student Alienation, General Perceived Self-Efficacy, Ego Resiliency, Locus of Control, and Probabilistic Orientation).The study reports the findings of the factors that delineate those who had higher level of resilience from those who had lesser level of resilience among the subjects studied.

TS-40: 3

Ubiquity of core virtues and character strengths of positive psychology in African traditional religions: A qualitative thematic analysis

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Positive psychology (PP) has relied on philosophical and religious traditions for its understanding and classification of core virtues and character strengths (Peterson & Seligman, 2004). Based on their prevalence in religious literature and cultural expressions, researchers attempt to show the ubiquity of the six virtues and their corresponding character strengths. African Traditional Religions (ATR) have not featured much in this discussion. The objective of the present qualitative study was to examine if the core virtues are ubiquitous in ATR. The 6 core virtues and 24 character strengths

classified by PP were chosen as the coding template; ethnological data pertaining to 10 cultural domains collected and published by Maryknoll Institute of African Studies (Kirwen, 2008) were chosen as the data set for this thematic analysis. Using a hybrid approach of deductive data analysis and inductive theme development, the research project undertook the following steps: (a) identification of a coding template within the scheme of core virtues and character strengths; (b) identification of the data set by examining the background of the said ethnological data; (c) analysis of the data: applying the coding template to the data set, and identifying lexical and thematic equivalents; (d) corroborating or clarifying the identified themes by the use of other scholarly sources on ATR. Findings indicate that out of the 24 character strengths of positive psychology, 17 were found to converge with one or more anthropological domains of the data set from ATR. Citizenship and spirituality emerged as the stronger themes, while elderhood rites featured as the most significant anthropological domain. A case is made for the African elder being a paragon of character strengths. This work in the psychology of religion demonstrates the prevalence of core virtues and character strengths in ATR, while rendering ATR in the contemporary lexical and thematic discourse of PP.

TS-40: 4

Population-Specific Strengths: Differential Personal Strengths and Associations with Well-Being

Shiri Lavy, Hadassah Littman-Ovadia

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Strengths are presumably universal characteristics, possessed by all people (Peterson & Seligman, 2004), and explaining people's well-being (e.g., Biswas-Diener, 2006; Shimai et al., 2006). However, previous studies have shown differential frequency of personal strengths (e.g., Park, Peterson, & Seligman, 2004) and differential contribution of certain strengths to well being, in different populations (Peterson et al., 2007). However, the relevance of certain strengths to specific populations has yet to be revealed.

In this study, we examined the differences in personal strengths' frequencies and their associations with well being in two Israeli samples differing in age, gender, occupation and religiosity. Sample one comprised of 97 religious Jewish women (aged 18-20), completing their voluntary national service as branch managers at a youth organization ("Bney-Akiva"). Sample two comprised of 100 secular men (aged 23-53), working as police detectives. The participants from the two samples completed the Virtues in Action questionnaire and the Mental Health Inventory.

Results showed significant differences between the samples in: a) The ratings of 14 strengths b) The frequently mentioned personal strengths, and c) The associations between some ratings of strengths and participants' well-being. Interestingly, the most frequently mentioned personal strengths were not necessarily the ones most associated with well-being (in both samples). The differential relevance of certain strengths to specific populations and their well-being, suggests that although all the strengths may be universal, special attention should be given to certain strengths when studying or working with people from specific populations, in order to best advance theory and use of strengths. The reasons for these possible differences will also be discussed.

WS-06: Reconstructing 'Ethical Leadership' to Promote Systemic Flourishing

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

WS-06: 1

Reconstructing 'Ethical Leadership' to Promote Systemic Flourishing

Justine Lutterodt

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Our society stands at a defining moment in history. In the midst of financial crisis, environmental crisis, and increasing global inequity we appear to be on the edge of chaos with the possibility of flourishing or peril both within view. While the call for 'ethical leadership' has never been greater, the standard interpretation of this term is vague at best and tends to result in more finger-pointing than constructive action. Moreover, in an increasingly multi-cultural world, adopting traditional approaches to ethics can result in unproductive conflict or extreme moral relativism.

This workshop will examine the problematic aspects of how 'ethics' and 'leadership' are used in common discourse, and present a robust alternative. Drawing from philosophy, psychological theory and research, it will articulate:

- the need for a positive construction of ethics
- the need for ethics to be considered as an end in and of itself
- the importance and challenge of adopting a universal stance when making decisions of an ethical nature

Similarly the inadequacy of traditional notions of leadership will be explored, whereby leaders are required to 'possess' knowledge as well as power. The need for balance will be addressed in considering individual versus collective needs, and using formal versus informal means of influence. Finally, a positive conception of leaders will be proposed - as 'channellers' rather than kings or servants.

By demonstrating the connection between ethics and a systemic state of flourishing, this workshop will show how insights about human psychology can be leveraged to create a common basis for morality. The notion of 'ethical vulnerabilities' will also be introduced, providing a new lens for evaluating leader behaviour in relation to systemic forces. Throughout the workshop, current examples will be used to illustrate key points and engage the audience in discussion.

WS-07: The Spirit of Energy and Engagement: Using Positive Psychology as the Foundation for the 'Healthy Schools' initiative in Gloucestershire, UK

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

WS-07: 1

The Spirit of Energy and Engagement: Using Positive Psychology as the Foundation for the 'Healthy Schools' initiative in Gloucestershire, UK.

Bridget Grenville-Cleave
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Introduction

As part of a nationwide drive on the part of the Department of Children, Schools and Families, schools in the UK now have an obligation to promote wellbeing. In Gloucestershire (south-west UK), they are particularly keen to develop emotional wellbeing across the whole school population including the learnings from positive psychology. Specifically, the Healthy Schools Foundation is interested to ensure that the drive to promote a spirit of energy and engagement across this population starts from the top, with head teachers, department heads and senior teachers embracing and modelling a spirit of resilience, motivation and positivity.

Specifically, we were asked to concentrate on how to increase positive energy and engagement in both a community sense and as an individual contribution, through an understanding of:

· How positive psychology can work in a school environment

· How to encourage and motivate strengths development at all levels

· The foundations of resilience; building and maintaining resilience

· Positive relationships and the foundations for healthy communication

Positive Psychology: Goals vs. Reality

Whilst the above objectives are both appealing and achievable, what makes this client interesting is the limitations in putting the programme into practice, including budget, time, resources, personal motivations and teacher buy-in. These limitations are important and common for anyone wishing to implement positive psychology in the real world.

Putting Positive Psychology to work

We would like to present a highly practical and interactive session which enables positive psychology students and practitioners to see how we have put positive psychology into practice. Specifically, we will cover:

1. how we developed the programme

2. the model we developed for head teachers

3. an insight into the practical activities undertaken.

WS-18: The Positive Psychotherapy Approach to Couple and Family Resilience and Growth after Crisis, Trauma and Adversity – A practical, experiential and interactive workshop

Time: Thursday, 24/Jun/2010: 15:00 - 16:30

WS-18: 1

The Positive Psychotherapy Approach to Couple and Family Resilience and Growth after Crisis, Trauma and Adversity – A practical, experiential and interactive workshop

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In our positive psychotherapy approach, the couple and the family are not only viewed as the systemic context for individual growth, but also as the central social unit that grows, changes and "re-invents" itself through the identification, recruitment and implementation of personal and systemic resources.

The Positive Psychotherapy approach, in couple and family resilience, as a psychological construct, is related to the promotion of positive mental health, to well being and to the quality of life, to the enhancement of hope and happiness.

Resilience, from our positive approach, is also related to the pro-active prevention of depression in couples and in the family system, and the ability to bounce back after a crisis event, or from adversity and to continue to grow and to search for valid meaning and purpose.

The workshop, a practical, experiential and interactive event, integrated with relevant theoretical aspects and conceptualizations, will present several models of post-crisis and post-traumatic growth using evidenced based research.

The workshop, which emphasizes the centrality of positive psychotherapy integrated with the systemic approach, principles of cognitive behavior, acceptance commitment and emotional focus therapies in the development of family and couple resilience and growth, will consist of:

a.   Models of family and couple resilience and growth after crisis, trauma and adversity, from a positive multimodal and an integrative approach perspective.

b.   Identification of family and couple coping resources and strengths as relevant to

    resilience, hope and growth..

c.   Descriptions and exercise of positive and pro-active strategies, interventions

     and techniques with both families and couples.

d.   Principles for designing an idiosyncratic family or couple plan in order to   enhance resilience, growth, hope, optimism, happiness and the constructive "reinventing" of their life.

POS-02: Poster Session 2
Time: Friday, 25/Jun/2010: 08:00 - 16:30

POS-02: 1

The platelet count in healthy subjects: the combined roles of psychological well-being and stress

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Objectives: The onset and the development of cardiovascular diseases are often related to psychological distress. It seems that the platelet activation plays a key role. The aim of this study is to describe how the platelet count may vary on healthy subjects under the combined action of psychological well being and stress.

Methods: In an Italian blood donors sample (n=132) psychological well being, stress and platelet count were assessed usingthe Psychological Well-Being Scales (PWB) and the Psychosocial Index (PSI). High PSI scores subjects were compared to PSI low scores ones, considering platelet count as dependent variable and PWB scores as covariates.

Results: The comparison of highly stressed subjects to lowly stressed subjects didnt show significant differences in the platelet count. However, this study underscored statistically significant interactions between stress and some psychological well being dimensions (autonomy, environmental mastery and purpose in life). In particular, in highly stressed subjects, high levels of environmental mastery are associated with a lower platelet count, whereas low levels of autonomy are correlated to high rates in the platelet count.

Conclusions: The results could suggest a combined action of stress and psychological well being on the platelet count. In particular, in subjects with a higher level of stress, environmental mastery could have a buffer effect on the platelet count. On the other hand, it seems that autonomy has an opposite effect. In fact, the subjects with higher scores on this dimension tend to report higher stress levels: a possible explanation could be that they need to be resistant against external and social pressures. However, further investigations are required in this area of research.

POS-02: 2

The relationship between locus of control and academic performance of adolescents - results of a longitudinal study

Marié De Beer

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INTRODUCTION

Academic achievement is an important investment for the preparation of adolescents with regard to their long-term career and life opportunities. Cognitive measures and previous academic performance are often used as predictors of future academic performance. This study investigated the relationship between adolescents' locus of control scores and their academic performance two years later. Understanding whether and how motivation may affect learners' academic performance might assist in providing support to promote learners' engagement in school academic learning.

METHOD

A convenience sample (N=164) of grade 9 learners completed the Rotter I-E scale in 2007. Two years later their grade 11 end-of-year academic results were obtained and the correlation between the scores determined. Simple correlation was employed to test the relationship between the variables.

RESULTS

The results indicate a statistically and practically significant positive relationship (r=0.277, p=0.000) between internal locus of control and average academic results.

CONCLUSION

Modern life places high demands on adolescents. Provision of support in different ways to enhance academic performance is likely to enhance both academic performance and personal development. Results of the current study seem to suggest that enhancement of internal locus of control of adolescents could contribute positively to their academic results and potentially also contribute to their personal development.

POS-02: 3

The Role of Cortisol in the Emergence of Flow-Experience

Corinna Peifer, **Hartmut Schächinger, André Schulz, Nicola Baumann, Conny H. Antoni**

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So far, only few research has been published on the Psychobiology of Positive Psychology in general. This study focuses on the phenomenon of flow-experience (Csikszentmihalyi, 1975). As Csikszentmihalyi himself supports the view that flow and stress are theoretically related concepts, this study analyses effects of the biological stress indicator cortisol on the emergence of flow-experience. Additionally heart rate and blood pressure were assessed as physiological stress parameters. To induce flow-experience, the computer game *AutoCAMS* (Manzey et al., 2008) was used to simulate a complex multiple task environment. 44 men between 20 and 34 years old had a 3 hours training on CAMS. In the experiment they had to work on 5 CAMS-sequences of 15 minutes each. An activation of the HPA-axis and therefore a cortisol rise was realised with the help of a modified version of the *Trier Social Stress Test* (*TSST*; Kirschbaum et al., 1993). Flow-experience was measured with the *Flow-Short-Scale* (*FKS*, Rheinberg et al., 2003). As most important result a strong relation between cortisol and flow-experience could be found. Further studies on this finding are in progress and first results are expected for the congress.

POS-02: 4

Self-reported Predictors of Wellbeing in Young Adults

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To determine which wellbeing indicators are perceived as important by young adults and whether they actually predict the current state of well-being, we obtained self-reports from 105 participants whose ages ranged from 16 to 23 years old.

Participants first completed on-line a set of questionnaires that assess subjective well-being, subjective happiness, connectedness, depression and anxiety. Then they were asked to rate 100 potential well-being indicators (derived from interviews and focus groups with other participants) on two bases: 1) how important is [item] in contributing to your sense of well-being?, and 2) how are you faring in the area of [item]? Ratings were made with a 7-point q-sort methodology.

We first examined the top ten wellbeing and faring indicators. Having someone who loves me was ranked as the most important wellbeing indicator, and participants reported that they fared well on this item too. We then conducted a

principal-components factor analysis on the 100 Q-items, and eight factors with acceptable Cronbachs alphas emerged: Spirituality, Family/Friends, Physical/Mental Health, Security, Making a Difference, Personal Values/Development, Sexuality/Sexual Health and Community Connection. The Family/Friends factor was rated as most important and participants reported that they fared best in that aspect. Spirituality was ranked as lowest in terms of importance and participants rated themselves as faring worst in that respect.

We also examined discrepancy scores between importance and faring, and we found that discrepancy scores were positively related to depression and anxiety, signifying that the greater discrepancy, the more depressed and anxious they were. In contrast, discrepancy scores were negatively related to happiness and subjective well-being, suggesting that when participants self-reported to fare well in a factor that they rated as important, they were happier and more satisfied with their lives.

Teachers' well-being

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Background

Teachers are asked to perform a more and more complex role where they have to have strong didactic skills and excellent interpersonal and social skills. Its important to support teachers in managing complex and stressful situations (Dardel Jaoudi, 1992). To approach the complexity of this situation, it has to be taken into consideration the childrens risk factors and the childrens and teachers protection factors (Belsky, 1980; Cicchetti & Rizley, 1981).

Teachers well-being depends on main factors: to feel appropriate and able, to feel autonomous and free to take decisions, to feel part of a group (Ryan & Decy, 2000). Teachers appropriate access to environmental resources and their perception of self-efficacy could increase their wellbeing and decrease the burnout risk factor. Studies show that teachers who feel a strong social support, generally have a better physical and mental health (Burke, Greenglass & Schwarzer, 1996; Betoret, 2006).

Aims

The aim of this research is to study teachers well-beingbyanalyzing the teachers emotional competence in complex situations and the teachers social support network in correlation with their burnout levels.

Method

423 primary and secondary school teachers (prevalently female) with long teaching experience, have taken part in the study.

We ve used a set of questionnaires to measure:

- the emotional skills and the social support network: *Emotional Skill Questionaire* QCE and *Social Support Questionnaire QSS* (Doudin *et al.,* 2007 Italian version by Albanese et al., in press);

- the risk factors effecting the teachers wellbeing questionnaire: *Maslach Burnout Inventory MBI* (Maslach, 1981 Italian version standardized by Sirigatti & Stefanile, 1992);

Results

The results of this descriptive analyses show that teachers express their emotions with less intensity than what they actually feel. In the mean time, about 72% of the teachers stated that they have scholastic support. Moreover, results of risk factors effecting the teachers wellbeing questionnaire shows a low level of emotional exhaustion, moderate depersonalization and evenly distributed professional realization.

The results of the correlational analysis show that there is also a positive correlation between the absence of social support and the three burnout dimensions (emotional exhaustion, depersonalization and professional realization).

There are also correlations between burnout dimensions, emotions actually felt and emotions showed actually.

Conclusion

This study highlights teachers emotional competence when they are confronted with situations which excite negative emotions. In fact teachers report the necessity to express their negative emotions to their students with less intensity than what they actually feel. We note that teachers emotional exhaustion affects their ability to manage the intensity of negative emotions.

This study suggests, that it is important to create conditions that support teachers in their work, in order to enhace their well-being and improve the quality of teacher-student relationships, regardless of emotions and stress levels.

The Positive Psychology Movement in Japan: Enhancing positive work– life through positive psychology applications

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The main purpose of this paper presentation is to introduce how positive psychology has been applied in Japan, particularly focusing on business applications. More concretely, presenters illustrate the Center for Positive Innovations (CPI), which is the most active organization for positive psychology in Japan. CPI is a major platform for different professionals who are interested in positive psychology, including scholars, coaches, human resource development consultants, and business people in Japan.

Presenters first delineate CPIs organizational structure, missions, and main objectives. CPIs major objectives include developing positive psychology-based training programs for business leaders and employees, designing research studies to examine outcomes of these programs, and promoting positive psychology in Japan through public relations.

Second, CPIs major activities are described in detail. CPI has been developing various positive psychology group interventions for Japanese business people through Positive Psychology Application Laboratory (PPAL), while utilizing major concepts in positive psychology, such as positive emotions, optimism, flow, strengths, and happiness. Examples of these group programs are Positive leadership training program, Engagement training program for managers, Strength-based positive career development program, and others. More detail explanations of these programs are offered in the presentation.

Third, presenters illustrate survey results conducted by CPI regarding how Japanese psychologists and business people perceive positive psychology movement and consider its current limitations, culturally appropriate applications, and further possibilities in Japan.

Sense of coherence and coping: their roles in promoting well-being in cancer patients

Maria Elena Magrin[1], Marta Scrignaro[1], Cristina Monticelli[1], Sandro Barni[2], Maria Luisa Bonetti[2]
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Background: Many studies established the stress-buffering function of resiliences resources (Logan & Barksdale, 2008). These resources support the selection of the more effective coping strategies (Bonanno, 2004). Antonovsky was a pioneer in the study of resilience. He forged the construct of sense of coherence, defined as a global orientation that expresses the extent to which one has a pervasive enduring though dynamic feeling of confidence that life is comprehensible, manageable and meaningful (Antonovsky,1987).

Aim: the present research aimed to study the effectiveness of both Sense of Coherence and coping strategies in predicting health outcomes in a group of cancer patients.

Methods: Participants were 131 cancer patients prevalently diagnosed with Stage I (28%) or Stage II (28%) breast cancer (65%) or gastro-enteric cancer (27%).

Measures were the Italian versions of:

- the Sense of Coherence Questionnaire (SOC, Antonovsky, 1993);

- the Brief COPE (Carver et al., 1997);

- the General Health Questionnaire (GHQ, Goldberg, 1997);

- the Hospital Anxiety and Depression Scale (HAD, Zigmond, 1983).

Results: Data confirm a significantly direct effect of SOC (= -.50, p<.000) in preventing from distress (R^2=.25).

Sobel test (t=3.33, p<.000) confirmed the partial mediating role of avoidance coping (=.48, p<.000) in explaining the relationship between SOC and anxiety (R^2 =.35). Further, Sobel test (t=3.06, p<.01) confirmed the partial mediating role of avoidance coping (=.38, p<.000) in explaining the relationship between SOC and depression (R^2=.33). Problem focused and emotional coping strategies were not significantly related to any of the considered health outcomes.

Conclusion: Data highlighted the crucial role of sense of coherence as personal resource that starts up the resilience process. From a clinical point of view results suggested the relevance of interventions that enhance the comprehensibility and the meaning of the stressful events.

The different effect of altruistic behaviors on immune system in males and females

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Objectives: Few studies have investigated how the altruistic behaviors may influence the health outcome, suggesting that altruism is associated with greater well-being, health and longevity. None of them has considered gender differences in altruistic behaviours and biological correlates. The aim of this study was to explore the different effect of altruism on immune system in women and men.

Methods: In this investigation altruism, measured using the Rushton Self-report Altruism Scale (SRA), and the immune outcomes (white cell counts, lymphocytes, monocytes, etc.) were assessed on a sample of Italian blood donors (n=58; mean age=37 years, M=45 F=13). Comparison between males and females were performed using generalized linear model multivariate analysis with the immune measures as independent variables and the SRA score as covariate.

Results: Although gender differences on altruism were not significant, a statistically significant interaction (gender*altruism) on immune outcomes emerged. Namely, females scored higher in SRA showed lower levels of white cell counts, neutrophil, lymphocytes compared to males.

Conclusion: The study presents obvious limitations due to its preliminary nature. However, the findings showed a different impact of altruistic behaviors on immune system according to gender, suggesting that altruism may be linked with a psychobiological stressful response in women. Future research with larger and not selected sample is needed to deepen this aspect.

POS-02: 9

The relation between life satisfaction and emotions in young boys and girls

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Background

Within the framework of positive psychology (Seligman, Csikszentmihalyi, 2000), the subjective wellbeing is comprised of peoples positive/negative emotions and the perception of life satisfaction (Diener & Lucas, 2000). Usually these aspects are collapsed in a single measure of wellbeing but they should be measured and studied individually (Huebner & Dew, 1996; Lucas, Diener & Suh, 1996). Recently, Fredrickson and colleagues (2004; 2009), within the broaden-and-build theory, highlight the different impact of positive and negative emotions on life satisfaction. Although the necessity to monitor the wellbeing is widely accepted in adulthood and in adolescence, a limited number of studies has been conducted in childhood (Ben-Arieh, 2000).

Aims

The present study aims to analyse the relation between life satisfaction and positive/negative emotions in children of 10 and 11 years old.

Method

86 Italian children (age M=10.09, SD=.63) filled in two self-report questionnaires: the Multidimensional Students Life Satisfaction Scale - MSLSS (Huebner & Gilman, 1994), 40 items dealing with 5 areas (self, family, friends, school and living environment) on 4-point scale (1= never, 4= almost always); the Positive and Negative Affect - PANAS-C (Laurent, Catanzaro, Thomas et al.,1999) to assess the intensity of positive and negative emotions, 30 items on 5-point scale (1= very slightly or not at all, 5= extremely).

Results

Results suggest that the life satisfaction is positive related to positive emotions (r= .390, p<.001) and it is negative related to negative ones (r= -.216, p<.05). We found gender differences in life satisfaction and in the intensity of emotions. In detail, males are more satisfied about themselves comparing with females, on the contrary, females are more satisfied about family and school than males do. Although the children feel higher intensity of positive emotions (M=4.21, SD=.39) than negative ones (M=1.94, SD=.55), females report higher intensity of negative emotions (especially sadness) comparing with males. The correlations show that in males the level of life satisfaction is related to high intensity of positive emotion as well as low intensity of negative ones. Whereas in females the life satisfaction is related only to positive emotions. Comparing the children who report the highest overall level of life satisfaction and who rate lowest, we found that low satisfied males and females rate lower in all the domains of life satisfaction. Males who have low satisfaction report higher intensity of negative emotions than high satisfied males, instead low females report lower level of positive emotion comparing with the high satisfied females.

Conclusion

Our study confirms the relation between life satisfaction and emotions in an Italian sample of children. An interesting finding is the gender difference. We underline the importance to adopt a multidimensional approach to the life satisfaction to assess satisfactorily differences among relevant domains of life and their relations with the emotional experience making a point on the gender difference.

A longitudinal study in line with Self-Determination Theory: Maintenance of Physical Activity Change – 4 years after vocational rehabilitation

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Background and aims: Studies of health behavior change after treatment and its maintenance in a long time perspective are called for (Ryan, Patrick, Deci, & Williams, 2008). The present study followed patients 4 years after vocational rehabilitation. Grounded in Self-Determination Theory (SDT), we tested the following hypotheses in line with Williams (2002) process model of health behavior change: (H1) A one month rehabilitation program (start Time 1 / end Time 2) formulated in terms of SDT would increase Physical Activity (PA), physical fitness, autonomous motivation and perceived competence for PA from Time 1 to Time 3 (four years later). (H2) Perceived autonomy support at T2 would positively predict autonomous motivation and perceived competence 4 years later, which both, in turn, would be positively linked PA at T3. (H3) Autonomous motivation and perceived competence at T2 were expected to positively predict motivation variables and PA after 4 years. (H4) Physical Activity-level at T3 would positively correlate with both physical fitness and quality of life at T3. (H5) Changes in autonomous motivation and perceived competence from T1 to T3 would correlate positively with changes in PA from T1 to T3, which would correlate positively with change in physical fitness from T1 to T3 and well-being at T3.

Method: The sample consisted of 58 participants who attended all 3 data collections. At Time 1, participants had been absent from work due to long-time sicknesses (mainly muscle-skeletal and mental plagues, e.g., anxiety, depression). They voluntarily attended the 1-month inpatient rehabilitation program. All data was collected using self-reported forms for PA, physical fitness, autonomous motivation PA (SRQ-E; Ryan & Connell, 1989), perceived competence PA (PCS-E; Williams et al., 1998), and autonomy support (LCQ; Williams et al., 1996). Autonomy support was only measured at T2. Health Related Quality of Life (HRQoL) was measured with the Norwegian standard SF-36 version (Loge, Kaasa, Hjermstad, & Kvien, 1998) at T3. Statistical analyses used were Paired sample t-test and Pearson correlations. Statistical significance for all tests was set to p<.05. All assessments had a reliability of alpha from 0.73 to 0.94.

Results: The results yielded significant increases in PA and physical fitness from Time 1 to Time 3. However, no significant increases in autonomous motivation and perceived competence for PA were revealed, which may be explained by relatively high mean scores at Time 1. Correlation analyses supported hypotheses 2, 3, 4 and 5. Interestingly, correlation analysis also revealed positive correlations between quality of life and both perceive competence at T2 and T3, and autonomous motivation at T2 and T3

In conclusion, the SDT-process model of behavioral change was supported with longitudinal data. It seems like a four week vocational rehabilitation program is effective in increasing PA and physical fitness over four years, which are explained by autonomous motivation and competence at both T2 and T3. Quality of life seems to be enhanced by the patients own experience of competence and autonomy for PA, and their actual PA-level. Results from this study must though be interpreted with caution, due to small sample size.

Analyzing and managing the motivational conflict provoked by presenting the individual in need as one among others

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According to the one-among-others effect, presenting an individual in need together with other individuals with similar needs does not reduce the empathy-induced altruism but it introduces other prosocial motives that may conflict with it. In two experiments the manipulation of the target in need (i.e., presenting her as either one-individual or one-among-others) did not reduce the empathy felt for the individual. However, results revealed that the one-among-others presentation (a) increased the conflict between wanting to help the individual and being fair with the others (Experiment 1), and (b) decreased the offered aid when the beneficiary of help was the individual but increased it when the beneficiary was a group of individuals. Therefore, the one-among-others effect can provoke a conflict between positive motives (e.g.,

altruism and justice), and the occurrence of prosocial behavior may depend on whether the situation does or does not allow solving such conflict.

Anticipated emotional profiles and prediction of sexual risk behavior

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The theoretical models most widely used for explaining the decision to engage in a particular behavior have been the theory of reasoned behavior (Fishbein & Ajzen, 1975) and its successor, the theory of planned behavior (TPB; Ajzen, 1991). However, these theories have provided only moderate levels of explanation for risk behaviors (Conner & Sparks, 2002; Sheeran, 2002). Consequently, researchers have begun to include new factors in this model. In this vein, we tested whether anticipated emotional profiles improve TPB predictions related to behavioral expectation (BE) and behavioral intention (BI), using a sample with moderately high experience sample of a risk behavior: sex without condom. The results of hierarchical regression analyses showed that anticipated emotional profiles constitute crucial information for improving predictions from the TPB model. As regards BI prediction, the TPB variables explained 23% of intention to engage in the risk behavior. The second model also included anticipated emotional profiles, and showed a significant improvement to 38% (R^2_{ch}= .38, F (1, 52) = 13.4, p < .001). Thus, anticipated emotional profiles improved the prediction from TPB variables in relation to BI.

In a similar analysis on BE, the TPB variables explained 16% of expectation to carry out the risk behavior, and in the second step, adding anticipated emotional profiles, we found a significant improvement to 34%. Once again, anticipated emotional profiles improved the prediction from TPB variables in relation to BE.

We found no differences in the improvements for BI and for BE, though the latter was higher than the former, since in experienced samples anticipated emotional profiles are constructed with many details from past personal experience, so that they fit very well with predictions.

Cancer during adolescence: perceived consequences three and four years after diagnosis

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Objective
The purpose of this study was to add knowledge about how individuals diagnosed with cancer during adolescence perceive consequences of their cancer disease three and four years after diagnosis.

Method
Survivors of adolescent cancer, age 16-23 years, were asked the following questions three (N=42) and four years (N=39) after diagnosis: What, if anything, is bad for you due to the cancer disease? and What, if anything, is good for you due to the cancer disease? The answers were analyzed with qualitative content analysis.

Results
Individuals struck by cancer during adolescence describe that the cancer disease has resulted in a general transformation within physical, emotional, social, cognitive and behavioural domains. This transformation is unique for each individual, resulting in distress and/or personal growth. Survivors describe emotional and physical distress, negative self-image and difficulties with peer relations. In contrast, they also describe another view of life, positive self-image and stronger bonds to family members and friends. Most respondents describe both distress and personal growth due to the cancer disease three and four years after cancer diagnosis.

Conclusion
Individuals struck by cancer during adolescence value what has happened to them in the aftermath of the disease trajectory, that is the personal growth they experience in their attempts to cope with and survive the cancer disease. However, the cancer still causes distress and affects daily living.

Both aspects, perceived positive and negative consequences, need to be identified and taken into consideration in clinical practice. Efforts to identify and treat individuals with distress are required, as undetected distress may become a barrier to physical and psychosocial recovery, resulting in a vicious circle of physical and mental disability. The positive consequences have to be acknowledged as these can facilitate the rehabilitation process. A plausible way is to focus on existential issues and empowerment building relying on concepts such as meaning, purpose in life and valued living, which correspond well with the findings from this study on personal growth. Future research need to identify factors that impede daily life and maintain distress among survivors of adolescent cancer. In addition, to learn how to better treat and

prevent psychological as well as physical distress among adolescents diagnosed with cancer, research focusing on perceived positive consequences due to the cancer disease need to be intensified.

POS-02: 14

CHARACTER STRENGTHS AND SPIRITUALITY - Relation between the character strengths and Atheism, Buddhism, Christianity, Islamism and other doctrines

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In the present research it was studied the connection between the Character strengths and the Spirituality, based on the Atheist, and at spiritual doctrines as Buddhism, Christianity, Islamism as well as Other doctrines.

All spiritual doctrines are based in personal virtues development and the main differences among them, are related with historic and cultural reasons, that give origin to small differences in the type of virtues that characterize each one.

The method used to obtain information was the queries that were made to both genders, of all ages, with and without Spiritual Doctrines (SD).

This study has confirmed four main issues in the relation between Character strengths and Spirituality:

There is no main difference in the 24 Character strengths final average of the persons who have SD, from the ones that dont have it.

There is also no discrepancy of the same average, when the analysis is made between persons that practice a SD and the ones that dont practice SD at all, even if they have one, or the Atheist.

When that comparison is inside each SD we found differences, but not in all SD. It is well marked in the Other Doctrines. In the Buddhism there is a small difference. In the Christianity that is no variation noticeable. The Islamism was not studied due to the lack of data.

At last, it was confirmed that there is no difference among the 24 Character strengths final averages, when we compare the diversity of SD.

POS-02: 15

Development and validation of benevolence scale of youth in an Iranian sample

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Benevolence is one of positive psychological traits. Benevolence can be stated as thoughtfulness and kind-behaving and positive feeling to oneself, others and the world. Purpose of this study was to develop and validate scale of measurement of youth benevolence.

Method: 30 items was designed about measuring benevolence trait in 3 dimensions, benevolence to oneself, others and the world in likert range. This instrument was distributed among a 300-person sample of 19-23 years old students of nursing, midwifery, psychology and medicine who have selected by simple random sampling.

Results: findings showed that reliability of the instrument by Cronnbach was 0.84, benevolence aspect to oneself reliability 0.89, to others 0.87, to world 0.86. Exploratory factor analysis showed the questionnaire in 3 mentioned factors has meaningful loading (0.3) and totally 63.4% of total variance was explained by them and only 2 items had no meaningful loading in all of the three factors and were omitted from scale. It seems that this 28-item questionnaire has suitable validity and reliability for measuring benevolence trait and can be used

POS-02: 16

Dispositional optimism and academic achievement

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The paper overviews the results of three studies undertaken in Russian student samples (N=639), aiming to develop a Russian version of the Life Orientation Test (Carver & Scheier, 1985), evaluate its factor structure and investigate the relationships of dispositional optimism with well-being, attributional style, coping strategies, and academic achievement. A previous study done on school students (Gordeeva, Osin, 2009) showed that dispositional optimism was associated with higher academic achievement (r=.19; p<.01), although less strongly than optimistic attributional style for positive events.

The resulting 8-item version of the LOT demonstrated sufficient internal consistency (Cronbachs alpha .84; subscales above .80). A two-factor model, separating positive and negative expectation subscales, fit the data well; the fit of a single-factor model was poor. Gender differences were found only in negative future expectations (t-test p<.001; d=.31), suggesting higher optimism in females.

Dispositional optimism showed predictable associations with measures of happiness (Lyubomirsky & Lepper, 1999), life satisfaction (Diener et al., 1984), depression (Spielberger, et al., 2003), vitality (Ryan & Frederick, 1997) and self-esteem (Rosenberg, 1965) in the .4 to .6 range, as well as productive coping (active coping, planning, positive reinterpretation, humor: COPE, Carver et al, 1989). The associations of the LOT with optimistic attributional style (Gordeeva et al., 2009, based on ASQ) were weak (r=.28; p<.05), in line with the previous findings.

Contrary to those, the LOT did not reveal any significant associations with academic achievement (as measured by grades). Interestingly, university freshmen who had examination re-takes scored higher on the LOT (t-test p<.01; d=.58), indicating that optimistic expectations may lead to lower persistence in the learning activity. The weak and inconsistently found relationship between dispositional optimism and achievement can be explained by the interplay of different mechanisms of this association: though optimism promotes persistence needed to overcome difficulties, as shown within self-regulation theory (Carver & Scheier, 1981; 1990), it can also lead to subjective underestimation of those difficulties, resulting in failures.

Emotional regulation, Well-being and Expressive Writing: one year after the bombing in Madrid on March 11 2004

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Previous research has found the beneficial effects of expressive writing for well-being and psychology adjustment (see Smyth & Pennebaker, 2008). This study examined the effects of expressive narrative writing in 155 participants. We expected to find that positive emotions; such as, joy, and positive words (e.g. good) will help to improve the psychological well-being, stress, and emotional regulation in the general population, and we also examined that participants of the experimental group will have better subjective well-being, and stress symptoms than individuals of the control group. We carried out multiple analyses of variance, mixed-factors repeated measurement. Individuals, who were assigned randomly to write about their feelings and thoughts after the Madrids train bombing on M11, showed less negative emotions (e.g. sadness, anger, fear, and anxiety), 12-month follow-up after the attacks, in compared to control group. Our findings also revealed that males who wrote about M11 presented better emotional regulation than females. However, no effects were found on well-being, probably because the study only had one written session of brief duration (10-15 minutes). The use of positive words in the narratives was correlated with emotional regulation, and with less stress symptoms. Furthermore, the positive emotion of joy was associated with affective regulation. And the use of cognitive processes was correlated with subjective well-being. The implications of these findings for the use of interventions in the treatment of collective trauma are discussed.

Emotional Repair and Friendship

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Although there are a lot of Positive Psychology authors that claim friendship to play a central role in psychological well-being, the fact is that friendship is barely addressed from the Positive Psychology perspective (Zaccagnini, 2008a 2008b, 2009). In previous researches we set the characteristics of three types of friendship (Best, Good and Casual friends) and explored the distribution by gender, age, civil status...etc. on Spanish samples (Zaccagnini, 2008b, 2009). From that data it was clear that friendship is grounded on keeping physically/virtually and emotionally close to friends. The main aim of this research was to explore relationships between perceived Emotional Intelligence (EI) and number of Best, Good and

Casual friends in a Spanish sample of university students. There are good theoretical reasons to expect high emotional skill to be related to, at least, more Good and Casual Friends. A Spanish sample of 330 psychology students were assessed by the Spanish version of the perceived EI self-report TMMS (Fernández-Berrocal et al., 2004) and the number of friends was measured by the cellular-based-counting (Zaccagnini, 2008a). Data was statistically analyzed by SPSS 15.0. Results have shown a significant relation between repair dimension of TMMS and total number of friends. No other EI dimensions showed significant correlations. Data are discussed and further research is proposed claiming, once more, for attention on friendship processes and its positive psychological consequences, by the Positive Psychology community.

Emotions in Everyday Work Life

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Zelenski and Larsen s (2000) paper on The Distribution of Basic Emotions in Everyday Life provided simple, yet important information about the frequency, intensity, and concurrence of the experience of basic emotions using experience sampling methods (ESM). Since then, research on momentary emotional experiences has accumulated, including among employee populations in work settings (Brief & Weiss, 2002). Despite increasing attention to emotions at work, we do not yet have a comprehensive analysis of emotions experienced during the work day. Typically, studies are limited to a particular organization, job, or employee type or consist of student samples. Further, much of the research in the organizational sciences examines positive or negative affect, yet researchers have called for increased attention to discrete emotion states (Brief & Weiss, 2002; Fridja, 1986).

The current study uses experience sampled data from four diverse organizational contexts (employees in light manufacturing, customer service workers in a call center setting, professional/managerial employees in a diversified technology company, and university administrative professionals) to provide insight into the emotional states of employees over 10-15 work days.

By design, our primary objective is descriptive, to determine what emotion states are most (and least) frequently experienced, most intensely experienced, and most likely to co-occur (Zelenski & Larsen, 2000) at work. We will also explore relevant comparisons such as (1) how emotional experiences at work compare to emotional experiences of individuals not at work and (2) how distributions of emotions differ in expected ways by occupational groups (e.g., a process akin to known-groups validation). This study provides needed insight into the emotional experiences of employees at work.

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Fridja, N.H. 1986. *The emotions.* New York, NY: Cambridge University Press.

Zelenski, J. M., & Larsen, R. J. (2000). The distribution of emotions in everyday life: A state and trait perspective from experience sampling data. *Journal of Research in Personality, 34,* 178-197.

Fatalism and Well-being. Development of a Fatalism Global Scale

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Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. This research aims to approach the consequences of fatalism in health. Meanwhile the double perspective of fatalism, collective and individualist, has been considered. Participants were divided in two sample groups, Spaniards general population and displaced Colombians due to the violent conflicts occurred in their country as a result of actions against the civilian population. Although the study of fatalism has received a lot of interest by a great number of authors, there is no instrument nowadays allowing to measure fatalism from a global perspective. *Fatalism Global Scales* (FGS) were developed to measure fatalism from this perspective.

The method used considers four theoretical dimensions: *control absence*, *predetermination*, *presentism* and *pessimism*. Each one had 20 items at first step, after preliminary analyses there were reduced to 50 items. A pilot study was made. The final scale was formed by 17 items (*Control Absence*: 4 items; *Predetermination*: 6 items; *Presentism*: 4 items; *Pessimism*: 3 items). Participants answered items using a 6-point scale format.

All scales chosen as evaluation criteria were interrelated as expected. FGS, in general, has revealed good psychometric properties. FGS internal consistency (Cronbachs alpha) has always been higher than 0.73.

The final results in relation with fatalism and mental health shows that higher values in *individualistic fatalism* are low *well-being* levels (social and individual). However higher values in *collectivistic fatalism* are low *social well-being* levels but higher *hedonic wellbeing*.

In conclusion, FGS have an adequate Internal Consistency. All scales chosen as evaluation criteria were interrelated as expected. Also, the relation between *fatalism* and *health* could shows us that *collectivist fatalism* is a wicked cognitive strategy that makes persons be more satisfy with their life but stop the social actions.

Importance of trait emotional intelligence for different domains of life satisfaction

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Our study is based on the bottom-up approach which stresses the importance of satisfaction in specific domains for conceptualizing well-being. Since optimal perceiving, understanding and managing own and other emotions is the most strongly related to the interpersonal variables we hypothesized that emotional intelligence should be more related to communal domains of satisfaction unlike to other domains. Trait emotional intelligence is frequently criticized of its use of self-report questionnaires and consequently for its high relations to personality. To control this problematic relationship also a measure of the alternative big five personality traits was included in the study. 435 subjects (133 males and 302 females) filled out Zuckerman-Kuhlman Personality Questionnaire ZKPQ-50-CC, Emotional Skills and Competence Questionnaires ESCQ, and indicated their satisfaction with 12 specific domains of life satisfaction, covering all important domains proposed by Cummins (1996).

For clearer insight into the relations between the variables a component analysis of 12 domains of life satisfaction was preformed. Three factors emerged: the first was saturated with communal domains, the second with agentic domains, and the third with safety, leisure and health domains. Hierarchical regression analyses were performed on these three factors, entering personality traits in the first step and emotional intelligence scales on the second step. Personality traits, measured with ZKPQ-50-CC explained up to 19% of explained variance in domain factors. Three scales of emotional intelligence questionnaire ESCQ explained additional 11% of variance on the third, mixed factor, 12% on the agentic factor, and 23% in the communal factor. Results thus confirmed the higher importance of emotional intelligence for the satisfaction in interpersonal domains. Results also suggest that in the top-down approaches for determining global well-being also abilities should be considered, not only personality traits.

Optimism and Burnout

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Background and aims

Different contextual or situational variables have been identified as risk factor of burnout, and being involved in processes in which it has deleterious effects (e.g., Lemyre, Hall, & Roberts, 2008). The purpose of this research was to study the relationships between burnout and personnality variables, optimism and pessimism, which may be involved in its evolution.

Method and results

Firstly, the French and adapted versions of the Athlete Burnout Questionaire (Gautheur, Oger, Guillet, & Martin-Krumm, in press), and of the Life Orientation Test Revised (Trottier, Mageau, Trudel, & Halliwell, 2008) have been administrated at the beginning of the university year to 75 students (58 and 17, mean age =26,4 ; SD=5,3). Two months later, the first questionnaire has been administrated again.

Hierarchical regression model was constructed as follows: The burnout level at T1 was entered at Step 1, and the scores at the two subscales of the LOT-R, optimism and pessimism (e.g., Benyamini & Roziner, 2008), were entered at Step 2. The burnout level at T2 was entered as dependant variable. The overall model was significant, $F(2,72) = 103.49$, $p < .0001$; $R^2 = .74$. Simple effect analyses showed (a) a positive effect of Burnout at T1 (= .75, $p < .0001$), (b) a significant effect of the optimism level (= -.21, $p < .01$), and nonsignificant effect of the pessimism level. Optimism level accounted for a small but statistically significant portion of the variance in predicting burnout level at T2 ($R^2 = .03$, $p < .005$). To summarize, when the pessimism level is controled, optimism predicts a negative evolution of burnout as it would be a protection factor against it.

On-going research

Why doesnt scores on the pessimism subscale predict burnout? Are there other personnality variables which may influence burnout ? On-going research is designed to aswer these questions.

Pay Changes and Subjective Well-Being

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Do pay changes increase levels of subjective well-being? The issue of whether money or income level relates to subjective well-being such as happiness and life satisfaction is the subject of much debate in the literature. Several arguments and some evidence suggest that any differences in subjective well-being related to income levels are trivial, although Diener (2008) refers to this position as a myth and shows that money and well-being are substantially related especially when examined within appropriate contexts. While the literature is substantial, there are several fundamental questions unanswered in this area. First, the vast majority of the research concerns income level, with little attention paid to the effects of pay changes on well-being. Second, there is scant theory or evidence concerning whether increases in well-being persist for meaningful periods of time after pay changes. Third, as Diener (2008) points out, the causal direction of the relationship between money and well-being is unclear and most research designs are unable to adequately address the direction. We take steps to address these issues here by reporting the results of three longitudinal studies of merit pay raises and changes in employee well-beingtwo multi-wave studies of merit pay changes in the United States (data collections complete) and a two-wave study of factory workers in China (data collection in Spring 2010). Preliminary results from the United States samples show that there are small, but detectable, effects of pay raises on subjective well-being, but that these effects fade somewhat in longer time windows. Comparisons of these effects with the Chinese sample are planned. To conclude the paper, we address the results and implications for future theory and research.

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POS-02: 24

Positive Work Experiences Among Family Business Owners

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Abstract

Purpose the purpose of this paper is to look at aspects of positive work experience, especially among family business owners. Although there are many studies exploring employees in different work settings, studies looking into entrepreneurs and family business owners especially are hard to find. The entrepreneurial context is often associated with risk, ambiguity and constant change which, although potentially beneficial from the point of view of venture success and growth, may be experienced as highly taxing and anxiety provoking on the individual level. Family business context differs from other business forms especially due to involvement of other family members, creating potential for multiple roles and role expectations to name a few. What does positive work experience look like for family business owners? What contributes to the overall sense of well-being and enjoyment at work?

Design/methodology/approach An internet based survey (N=172) was conducted using a well established descriptive visual analogue scale (DVAS) covering different aspects connected to overall well-being. The sample was nationally representative and balanced in regards to age, gender and background education of respondents, so the results could be generalized to the whole family business owner population in Finland. Instead of establishing clear cut cause-effect relationships or building predictive models an attempt was made to get to the phenomenological level of experience. System dynamic thinking was utilized by building models based on correlation analysis to depict complex relationships. The resulting models give a holistic picture of the phenomenon and point to potential changes over time, thus highlighting both beneficial and detrimental pathways.

Findings The preliminary findings point to the role of subjective evaluation and meaning making especially in positive work experiences. Sense of control, balance between work and family, balance between work and other aspects of life and balance between business investments and rewards as well as enjoying thoroughly the entrepreneurial day to day life seemed of essence for enjoyment at work. As the aim was to understand what overall sense of well-being and enjoyment at work felt like and what elements contributed to it on the group level some further suggestions can be made as to how to enhance well-being and enjoyment at work over time.

POS-02: 25

Psychological Aspects of Healthy Emotional Life in Adolescence

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Theoretical background of this research is based on the sudies regarding topics such as: emotional language in teens, emotional socialization and psychological aspects of the development of emotional autonomy. The aim of this study was to investigate the interplay between affective component of the subjective well-being and healthy emotional life in adolescence. In the first hypothesis we supposed that there is a positive relation between affective component of

subjective well-being and life satisfaction, optimism, social support perceived, and self-efficacy. These variables were measured using self-reports instruments. Our assumption was confirmed. In the second study we explored the structural and causal accounts of emotions in adolescence, using the focus group method. We investigated mental representations of positive and negative primary, secondary and tertiary emotions. Another aim was to explore the aspects related to the causal dymensions, regulatory mechanism, disimulation, and social communication of emotions in teens. Our results highlighted gender ifferences in the negative emotions frequency and intensity (shame, fear, angry), due to the social (gender role socialization and social pressure) and psychological factors. This study is designed to stimulate a profound understanding of the psychological aspects of emotional health in adolescence and to create supportive strategies for helping teenagers to bear negative emotion

Relational Needs of Adolescents towards Their Parents

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The relational needs of adolescents towards their parents change during their separation - individualisation process that is one of the most important tasks of adolescence and is connected to different positive health factors, such as college adjustment (Youniss and Smollar, 1985, in Noller, 1994). Through this process an adolescent is seeking his/her new definition of the relationship with his/her parents. A double dynamics characterizes this process: being connected to ones parents on one and a wish to be independent from them on the other side (Blos, 1967, in Kroger, 2004).

The aim of our study was to explore certain components of the separation individualisation process in adolescents that pinpoint their relational needs towards their parents. There were 424 adolescents participating in the study, 184 males and 240 females. There were three age groups early adolescents primary school pupils (M*age*= 14,7 years), middle adolescents secondary school students (M*age*=17,7 years) and late adolescents faculty students (M*age*=19,9 years). The *Muenchener Individuation Test* (Walper, 1997, in Puklek, 2001) was used as measurement of adolescents` emotional individualisation from mother and father separately. It consists of 7 subscales (Engulfment Anxiety, Rejection Expectancy, Denial of Attachment Needs, Ambivalence, Successful Individuation, Fear to Loose Parents´ Love and Support Seeking) that include items regarding separation individualisation theory and attachment theory of Bartholomew and Horowitz (1991). The analysis of variance was applied for each of the subscales, regarding adolescents` gender and age, for each parent separately.

Results had shown statistically significant differences in the process of separation individualisation from mother regarding gender on all the subscales and regarding age on the subscales Engulfment Anxiety, Ambivalence, Fear to Loose Parents´ Love and Support Seeking. In this process towards father the results also differed regarding gender on all the subscales but Support Seeking, whereas age was influential only for this subscale. The process of separation individualisation seems to have different paths for male and female adolescents regarding both parents and different characteristics at different ages especially regarding mothers. Boys stressed their independence more and doubted their parents` secure love more, whereas girls reported greater certainty in their parents` affection, were more prepared to integrate the differences in their opinions and sought more closeness, advice and connectedness to parents especially mothers. Girls liked experiencing things with their mothers and staying close to them also in adulthood.

Knowing the relational needs of adolescents during their separation - individualisation process from parents can be of great importance for parents and those working with teenagers. The results of this study stress the importance of accounting adolescents` age and especially gender as well as distinguishing the mothers and fathers role in trying to meet his/her relational needs.

The Impact of Value on Happiness: Comparative Studies of Twelve Asian Countries' Level of Happiness

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Our studies empirically analyze whether or not the value variations in twelve Asian countries bring out the different level of happiness.

Even if all of those countries lie under the same culture of collectivism, empirical data from *Asian Barometer* (2004) show significant different level of mean of happiness score across twelve Asian countries (i.e., Brunei=4.44, Malaysia=4.08, Singapore=4.01, Vietnam=3.96, Indonesia=3.92, Philippines=3.90, Thailand=3.90, Japan=3.67, Laos=3.65, Myanmar=3.56, Korea=3.39, Cambodia=3.05, all measured by five point scale). After we assume that those variations in happiness depend on value difference, we will empirically test it. Although a lot of researches have focused on different level of happiness between collectivism and individualism, there are few studies about determinants for happiness under the same culture, i.e., collectivism or individualism. Hence, we try to examine the impact of value in happiness under the same collectivism with twelve Asian countries.

In happiness studies, generally both the economic, social relation and health conditions at the individual level and economic, political, or cultural development at the national level, are often referred as the determinants for subjective

well-being. Across level of analysis, the value as a determinant for happiness has been dismissed for the long time, even if it takes important role in happiness.

The studies consist of two parts: First, after by reviewing the exiting findings, we will highlight the role of value in happiness. In particular, we pay attention to value factors such as *Materialism/Post-materialism, Traditionalism (impartment of family, nepotism, role of elderly and equality in gender), Religion and Religiosity and Left/Right*. Second, based on survey data of Asian Barometer, covering twelve countries, we test various values relative power in explaining the happiness, compared to basic conditions for happiness including the social relation, income and health.

POS-02: 28

The Incremental Validity of Daily Life Activities on Life Satisfaction, Positive and Negative Affect in the Old Age

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The current study examined the relationships between participation in daily life activities, personality (self-esteem and optimism) and well-being (life satisfaction, positive affect and negative affect) in Spanish older adults. Furthermore, we studied the extent to which participation in daily life activities account for life satisfaction, positive and negative affect, after controlling for optimism and self-esteem. The sample was composed of two hundred and fifty people from 50 to 82 years old. They completed the Rosenberg Scale, the Optimism Scale, the Positive and negative affect scales, the Satisfaction with life Scale and their Frequency of participation in daily life activities. We carried out hierarchical regression analyses. The results from this analysis revealed that social activities accounted for a significant amount of additional variance in predicting life satisfaction and positive affect, even after we accounted for the variance attributable to optimism and self-esteem. Otherwise, when predicting negative affect mass communication use were found to account for a significant amount of additional variance in it, even after controlling for the personality block. We discussed implications of these findings for future research.

POS-02: 29

The study of savoring and innovative behavior relations: examine positive affect mediator

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The innovation behavior is one of the key successful factors for business administration. The positive psychology scholars, Brant and Veroff proposed savoring concept can intense the positive experience, which also fitted in the enhancing mechanism of creativity incubation. Theoretically, we propose savoring belief could stimulate innovation through the positive affective experiences. All these elements are not just anchoring the ordinary living experience, but also match the predication of the savoring capability.

We used salesclerks from six Taiwanese insurance companies as study subjects. 600 questionnaires were sent, 372 were received (62% return rate), 15 were invalid, and 357 were valid, with an actual return rate of 59.5%. Demography of the subjects is as followed: 75.4% were married, 62.2% were women, 57.9% have a bachelor degree, average age of subjects is 34.71 years, and the average work experience is 7.2 years. Results of structural equation modeling has shown that: 1.) savoring was positively related to employee positive affect; 2.) savoring was positively related to innovative behavior; 3.) positive affect partially mediate the relationship between savoring and innovative behavior.

Support of our hypothesized model revealed the importance of savoring to innovative behavior. The current study advances this area of research by considering positivity oriented theory. This research not only made a contribution in the theory, but also can be served as a guide for managers to consider the value of its practical use. Instead of traditional organization that heavily rely on management control and economic oriented of cost reduction, efficiency, the focus in modern organizations is on the management of human capital (Bakker, Schaufeli, 2008). As the positive psychology theory has stated, a happy and engaged employee usually performs better at work. The prior theory often used pressure, whereas the latter savoring theory used motivation as a mean, which has been validated in this research. Therefore, this study recommended that managers are the key factor in occupational health psychology (Amabile & Kramer, 2007), that is not to praise employees on daily basis, neither it is enough just to create a relaxing atmosphere at work, it is necessary to: 1.) support employees, promote work progress, that is not to let setbacks affect employees; 2.) a more friendly management, be respectful and open to subordinates. Moreover, employees too have to contribute with constant learning and maintain a positive emotion and attitude, some recommendations are: 1.) taking time out from everyday activity, such daily vacation exercise; 2.) becoming more open to experience, again the daily vacation exercise would help; 3.) narrowing ones focus, like the camera exercise. We hope this study will inspire and encourage more researchers a practioner to expand their research horizon to investigate the impact of savoring on building employee positivity.

Toward a theory of collective flow

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Flow has several positive effects, like the delivery of great performances, which are added values for organizations. Due to these positive effects of flow the organizational performances will probably rise if the members of the organization experience more flow. At work or in sports people deliver together great performances. Would it be possible that a sort of collective flow exists?

It is interesting to make a definition of the subject 'collective flow' aimed at an organisation as a whole. Considering the conditions for flow collective flow would as follows be defined:

The merging of organizational awareness and their action.

It is expected if organizational awareness and organizational action merge, the members of the organization experience flow together (at the same time). The positive effect of experiencing flow together can then probably be that the organization excels.

To describe the origin and the experience of collective flow the possible antecedents and consequences will be searched in literature starting with the emergence of group flow and team flow.

Validation of a French version of the Orientation to Happiness Questionnaire (OTH)

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Background and aims

The purpose of this research was to validate the OTH (Peterson, Park, & Seligman, 2005) into French. The OTH uses 18 items, 6 for each dimensions, pleasure, meaning and engagement. The respondents were asked on a 5 points Likert response set how each item correspond to their thought (1) very much unlike me through (5) very much like me.

The entire questionnaire in French has been administrated to 462 participants (313 girls , 149 boys). The internal validity of the scale has been tested. First First, a three factors solution was identified by a factor analysis (principal axis method) using parallel analysis (Horn, 1965). Second, the three factors model was tested with confirmatory factor analysis (maximum likelihood method) computed with Lisrel 8.54 (Jöreskog & Sörbom, 1993). The results showed that a short version with 12 items (4 items by factor; items 1, 4, 5, 8, 15 and 17 had been dropped out) fit parsimoniously the data: GFI=.96; TLI=.93; CFI=.95; RMSEA=0.50; RMSEA 95%CI [0.037-0.063]. Results also showed that each factor was internally consistent (engagement, a=.62; meaning, a=.69 ; pleasure, a=.61).

On-going research

The purpose of on-going researches is to test the reliability of the scale. The effects of Orientations to Happiness on different cognitive, affective or behavioral variables have to be tested to know how theses orientations may be involved in different processes dealing with well-being, health, and performance. On-going research are designed to aswer the underlying questions.

Conclusion

The final version of the Orientation To Happiness Questionnaire in French with 12 items, 4 for each dimension, that emerged from these studies is psychometrically sound and can be used to continue the on-going research which has been described above.

Validation of a new index of eudaimonic, hedonic, and experiencing well-being in seven languages

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Different research traditions have proposed several perspectives to conceptualize and, therefore, assess well-being. The measure that we propose considers three of these traditions in order to obtain a comprehensive and reliable way to assess well-being. We included items based in the eudaimonic tradition (i.e., psychological well-being), and also items assessing global life satisfaction and positive and negative affect. In addition, to better capture the real experience of well-being, we included items related to specific experiences occurred the day before. To validate the proposed scale (Coke

Happiness Index), we included several broadly used scales to ensure the validity of the final measure. All questionnaires were completed by more than 3.500 participants from eight countries (Spain, US, Mexico, India, Russia, Turkey, Germany and Japan) via Internet. Measure characteristics and psychometric properties are detailed.

POS-02: 33

Zuckerman`s Psychobiological Model of Personality as a Framework for Understanding Individual Differences in Subjective Well-Being

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Key assumptions of Alternative Five Factor Personality Model (Zuckerman, 1991), which is based on psychobiological paradigm, provide the basis to combine temperamental and instrumental views in explaining the relations between personality and subjective well-being. This model may be useful for understanding the role of extraversion in subjective well-being, since it postulates Sociability and Activity as two different basic dimensions. In the context of subjective well-being, Impulsive Sensation Seeking from the Zuckerman's model is found to be especially interesting, since the research show that this dimension is an important predictor of behaviours that impair psychosocial functioning (Kalichman et al., 2006).

The main aim of this study was to estimate relations between personality traits based on Zuckermans model and cognitive and affective components of subjective well-being. The research was carried out on a sample of 226 students from the University of Novi Sad. Three instruments were used: ZKPQ-50-CC, SWLS and PANAS-SF.

Data were analyzed using Hierarchical Multiple Regression Analyses. Results showed that personality traits were weak predictor of cognitive component of subjective well-being. After partialling out shared variance with affect, Impulsive Sensation Seeking appeared to be the strongest predictor of satisfaction with life.

On the other hand, personality traits proved to be a significant predictor of affective well-being. Neuroticism and Activity accounted for a greatest amount of the variance, but surprisingly contribution of Sociability was not significant.

Results of this research clearly show that personality traits have different predictive power in explaining individual differences in satisfaction with life and affective well-being. Additionally, this study suggests that Alternative Five Factor Model could be a very useful framework for understanding individual differences in subjective well-being.

POS-02: 34

3 to 1 and the Importance of the 1

Sara de Rivas[1], Abraham Álvarez-Bejarano[1], José Miguel Fernández-Dols[1], Raquel Rodríguez-Carvajal[1], Cristina Quiñones-García[2]
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Positive psychology approach to human happiness has typically stressed positive subjective experiences. Lately, 3 to 1 ratio has been appointed as being the ideal ratio of positive vs. negative emotions in which one experiences happiness. Positive is important, but ¿what about negative? Parducci´s contextual theory of happiness takes into account habituation and contrast processes in relation to positive and negative events hence the importance of both. It relates hedonic judgments to particular mathematical principles, a frequency principle and a range principle, establishing concrete predictions. In this sense overall happiness would be maximized when shaped by a negative skewed distribution of events and happiness derived from a particular event would be maximized when shaped by a positive one. In this study happiness was examined as a function of the level of reward given after a computer task and kind of context in line with Parducci´s theory. An experimental design 2(*context*: negative skewed distribution of events vs. positive skewed distribution) x 3(*reward*: very high, medium, very low) was conducted. The sample consisted of sixty participants living in Spain, aged 18-59 years (mean=29), with 23 male and 37 female.Using ANOVA 2x3 analysis main effects and interaction effects were analyzed: context (F=11,267; p<.0001); reward (F=85,204; p<.0001) and interaction F=2,306; p<.006). Means were higher in the positive skewed context thus participants report to be happier given a reward within the positive skewed distribution context than given same reward within the negative skewed distribution context. The findings stress the importance of considering contextual theory of happiness and its implications. Awareness of happiness dynamics should lead us not to try to eliminate the negative per se. Negative is necessary as well as positive for one´s happiness.

POS-02: 35

Applying Positive Psychology to Parent Group Training Programmes

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Applying Positive Psychology to Parent Group Training Programmes

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Aim: This pilot study investigates the impact that a programme of positive psychology intervention is likely to exert on parental self-efficacy.

Background: Positive psychology focuses on the positive aspects of human functioning and attempts to bring them to forefront in order to improve the life of individuals, families and communities.

Methods: A total of 29 parents of children aged 4 to 9 years old, participated in two intervention groups in the context of this pilot study. The first intervention consisted of a positive psychology parenting programme which was developed to contribute to the improvement of parental self-efficacy (9 parents participated) and the second intervention of an alternative parent training programme based on the rationale emotive theory (9 parents participated) and used for comparison reasons, while 11 parents constituted the control group. For the evaluation of the impact of both interventions in the parental self-efficacy, a 3x3 mixed factorial design was applied (pre, post and follow up measures for both interventions and the control group). A self reporting scale called Tool to Measure Parenting Self-Efficacy (TOPSE), which was developed by Bloomfield and Kendall in 2005, was used to measure the impact of the interventions. Repeated-measures analyses were conducted for the comparison of parental self-efficacy level for 8 specific sections of parenting, before, after the implementation of interventions and 1- month later .

Results: After-intervention and follow-up scores were higher among parents trained with the positive psychology programme compared to the pre-intervention scores concerning the eight scales measured with the TOPSE, while statistically significant differences were observed in parental self-efficacy related to emotion, empathy, control, boundaries and acceptance. Observed improvement in parental self efficacy appeared to be maintained at the 1-month follow-up period.

Furthermore, after- and follow-up intervention scores were higher among parents who participated in the positive psychology programme compared to the respective scores among parents who followed the rational emotive programme. Both intervention groups achieved higher scores than the control group in the last two measures.

Conclusion: Our preliminary results indicate that positive psychology has favourable effects on parental self-efficacy.

Avoidance Attachment and Life Stress: The Moderating Role of Forgiveness

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Most of previous studies focus on anxiety attachment, because their anxiety is more obvious and usually results in maladaptive function such as life stress. However, only little studies concern how to help avoidance attachment. In our study, a potential moderator named forgiveness was proposed. It was hypothesized that the inner cultivation would weak the relationship between avoidance attachment and life stress. Participants were 140 students recruited form National Taiwan University and they completed the Heartland Forgiveness Scale (Thompson et al., 2005), the Experience in Close Relationship Scale (Brennan, Clark, and Shaver, 1998; Sun, 2007), and the Inventory of College Students Recent Life Experiences (Kohn, Lafreniere, & Gurevich, 1990). Results of hierarchical regression indicated that avoidance attachment positively predicted life stress while forgiveness has a reverse relationship. More important, a significant moderating effect was found. Result indicated high avoidance attachment with high forgiveness did not increase their life stress, however, high avoidance attachment with low forgiveness have the highest score on life stress. This study not only shows the role of forgiveness to help avoidance attachment people coping with life stress, but also expending the research in avoidance attachment. Implication and application were discussed in term of forgiveness literature.

Bi-culture Compartmentalization and Integration Effects of Psychological Adjustment

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Modernization and globalization have brought together values and concepts of diverse cultural traditions and provided ample opportunities for simultaneous activation of seemly conflicting cultural representations. It remains unclear, however, how one could successfully resolve these potential multicultural conflicts. Yang (2003) proposed that compartmentalization and integration are two ways to resolve the multicultural conflicts. This article followed Showers (1992) card sorting task to measure individual differences in the degree of compartmentalization and integration and compared the effect of compartmentalization and integration on psychological adjustments. Moreover, Zhong-Yong

thinking style was hypothesized to be the underlying mechanism that leads to successful integration. Study 1 compared the differential effect of compartmentalization and integration of traditional and modern values on psychological adjustments. The results, however, were unstable. It is possible that because the current college students tended to be significantly high on modernity and low on traditionality, contrasting traditional and modern values became insensitive to index cultural conflicts. Thus, In Study 2, progressive and humble adjectives were used as material to measure degree of compartmentalization and integration. Results showed that for those people who adopted both progressive and humble values, integration strategy significantly outperformed the compartmentalization strategy on its effect on psychological adjustments. Furthermore, the integration tendency significantly correlated with Zhong-Yong thinking style. That is, people who are able to integrate the seemly conflicting values also showed the tendency to think globally and behave flexibly. The hypothesis that Zhong-Yong thinking style is a key component to integration was supported. The implications for multi-cultural conflict resolution and improve psychological health were also discussed.

Coping in the framework of resilience through adulthood period

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In the last decade and recent years the concept of resilience has been enthusiastically studied in several areas, such as children growing up in adverse environments, disasters, terrorism, work environment, as well as in aging because of the accumulation of negative events along life. One of the most recognized assumptions is resiliences concept as a process, which is defined as a core of variables able to mediate or moderate the negative impact of the adversity. Into this perspective the scientific literature has identified some resources able to buffer or protect against stressful events

This work focused to study resilience in Spanish and Mexicans adults and elders. Sample was not randomized and 354 adults participated in this study. Positive adaptation through normative stress was defined through life satisfaction and mental health. The results showed that optimism, self esteem, internal control and some tools of coping such as acceptance and looking for emotional support are important resources to cope adversity. Also, the data showed that coping can change through life span depending on the stage as well as the event. The results of this research support the idea that coping has and special place in the framework of resilience and in the process of adaptation.

Core Self-evaluations and Emotional Intelligence as predictors of work engagement, positive affect and happiness in a sample of intellectual disability workers

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To identify personal resources that increase work engagement and well-being in organizational settings has become an essential research aim in the context of positive psychology. This so-called positive psychology focuses on human strengths, and positive traits states, and behaviors is also relevant for employees in organizations. The current study analyzes the relationship between Core Self-evaluations (a broad personality construct that includes four lower order traits:self-esteem, locus of control, generalized self-efficacy, and neuroticism), Emotional Intelligence (i.e.,appraisal and expression of ones own emotions, recognition of emotions in others, regulation of ones own emotions, and the use of emotions to facilitate performance), work engagement (vigor and dedication), positive affect and happiness. Specifically, we hypothesized that Core Self-evaluations and Emotional Intelligence skills would independently account for additional variance in the dimensions of work engagement and in positive affect and happiness.

Our sample (N= 139; 56,1% male 39,1% female and 4,3% unidentified) was composed of intellectual disabled Spanish employees from different professional contexts. Data showed that work engagement dimensions were predicted by Emotional Intelligence and Core Self-evaluations. Specifically, in the final model showed for vigor only emotional intelligence showed a significant influence, while this construct and the Core Self-evaluations were the most significant predictors for dedication. For positive affect both variables revealed a significant effect.With respect to happiness, levels of Emotional Intelligence showed the strongest significance and accounted for additional variance, even if Core Self-evaluations were also a significant variable.Our study lends support to the literature on individual resources that underlines the role that personality and emotions play in work engagement and personal wellbeing. Based on these results, organizational training program developers should consider essential dimensions of Core Self-evaluations, such as self-esteem or generalized self-efficacy, as well as Emotional Intelligence skills, for increasing work engagement and thus to contribute to better employee´ personal well-being.

Do Personality Traits "help" Students Achieving better Academic Performance?

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Along with intelligence, personality traits were demonstrated to be among the strongest predictors of academic achievement in children and adolescents (e.g. Bratko, Chamorro-Premuzic, and Saks 2006; Laidra, Pullman, and Allik 2007; OConnor and Paunonen 2007). The study examined the predictive value of students personality traits in general academic performance of three groups of Slovenian university students: in the 1st and 2nd year of the Primary School Teaching and 1st year of the Social Pedagogy (88, 80 and 41 participants respectively, aged 20 and 21 years). The Slovenian translation/adaptation of the Big Five Questionnaire (Caprara, Barbaranelli, Borgogni, Bucik, and Boben, 1997) was employed as a measure of students personality traits at the end of the academic year. According to the Big five Personality dimensions model, BFQ consists of the following dimensions and subdimensions: Energy (*Dynamism* and *Dominance*), Agreeableness (*Cooperativeness/ Empathy* and *Warmth/Friendliness*), Conscientiousness (*Scrupulousness* and *Perseverance*), Emotional Stability (*Emotional Control* and *Impulse Control*), Openness (*Cultural Openness* in *Openness to Experience*) and a Lie Scale. Students average grade at the end of the academic year was used as a measure of academic performance.

Correlation analysis of individual personality dimensions and general academic performance revealed that in two groups of students (at the end of the 1st year of both studies: Social Pedagogy and Primary School Teaching) Conscientiousness was statistically significantly related to the academic performance. Energy was statistically significantly related to the academic performance at the end of the 1st year of the Social Pedagogy. Subdimensios *Scrupulousness* (at the end of the 1st year of the Social Pedagogy and 2nd year of the Primary School Teaching), *Perseverance* (at the end of the 1st year of both studies: Social Pedagogy and Primary School Teaching) and *Dynamism* (at the end of the 1st year of the Social Pedagogy) were statistically significantly correlated with academic performance.

Regression analysis revealed that the major personality dimensions measured by the BFQ together account for 39 % of variance of the academic performance for Social Pedagogy students. Among all dimensions Conscientiousness explained the largest part of variance of academic performance. On the other hand personality dimensions measured by the BFQ were not statistically significant predictors of academic performance for both age groups of Primary School Teaching students. The results generally lead to the conclusion that personality traits measured by BFQ contribute to the explanation of variance of academic performance, but not for all students groups. These findings might be explained with different factors such as the differences in a study programme and selection of students entering different study programmes that need further study.

INV-SPK-07: Wilmar Schaufeli

Time: Friday, 25/Jun/2010: 08:30 - 09:15

INV-SPK-07: 1

Occupational Health Psychology in a European Perspective

Wilmar B. Schaufeli

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As a leading scholar on work engagement, in this talk Wilmar Schaufeli takes an individual as well as an organizational perspective on what the employee can do in order to flourish and thrive at work, and what can the organization do in order to promote a flourishing and thriving workforce?

INV-SPK-06: Hans Henrik Knoop

Time: Friday, 25/Jun/2010: 09:15 - 10:00

INV-SPK-06: 1

Organizing for Meaningful Engagement: An Open and Skeptical View on Denmark

Hans Henrik Knoop

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Drawing on his broad work in education, Chair of the ECPP, Hans Henrik Knoop shares his psychological perspectives on what makes a country like Denmark both so attractive and so vulnerable as globalized economy, globalized culture and and global competition is challenging our basic ideas of what it means to be human.

Particular ironies and paradoxes calling for psychological expertise include: freedoms threatened by luxurious life-styles; engagement and meaning threatened by complacency and necessary cynicism; warm social relations torn by welfare; democratic debates prompting, maybe even promoting, anti-democratic action.

Time: Friday, 25/Jun/2010: 10:30 - 12:00

SYM-01: 1

What is Eudaimonia, and What Do We Do About It?

Veronika Huta[1], **Alan Waterman**[2], **Joar Vittersø**[3], **Ilona Boniwell**[4]
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Eudaimonia is drawing ever-increasing attention, and yet the literature on this topic contains a multitude of differing, sometimes inconsistent, definitions and perspectives. Eudaimonia has variously been defined as a form of well-being (e.g., feelings of personal expressiveness, interest, meaning, transcendence), and/or a way of behaving (e.g., living in accordance with values, using the best in oneself, seeking personal growth, caring for entities beyond oneself, being deeply engaged, being true to oneself). Furthermore, eudaimonia has been operationalized in various ways, e.g., in terms of subjective experiences or aims vs. objective personal qualities, as a state vs. a trait, and as associated with specific activities vs. a type of motivation that can underlie any activity.

The panelists in this round-table represent a cross-section of the differing views on eudaimonia, and will tackle the following questions: How should eudaimonia be defined conceptually and operationally? What problems are associated with the use of eudaimonic concepts? And what are the most important directions for future research? The panelists will present their personal views on each question and respond to the perspectives of the other panelists. Time will be reserved for questions and comments from those in attendance.

The panelists are:

Alan Waterman, a leading eudaimonia researcher who discusses eudaimonic well-being in terms of self-realization values and feelings of personal expressiveness.

Joar Vittersø, a leading eudaimonia researcher who discusses eudaimonia in terms of feelings like interest which signify growth rather than homeostasis.

Veronika Huta, who has recently published work aiming to address some limitations of the eudaimonia literature, and who discusses eudaimonia in terms of motives for activities.

And Ilona Boniwell, who is developing a model which organizes and integrates various perspectives, including the cognitive, affective and volitional dimensions of eudaimonia.

Time: Friday, 25/Jun/2010: 10:30 - 12:00

SYM-03: 1

Optimal Functioning and Health Promotion: The Patient's Perspective

Marta Bassi
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Optimal Functioning and Health Promotion: The Patient's Perspective

Convenor: Marta Bassi

Discussant: Antonella Delle Fave

University of Milano

Increasing evidence in health psychology is supporting the fundamental role of a patient-centred approach in dealing with mental and physical illnesses. Not only is this approach critical in understanding etiopathogenesis, it also proves useful in treating disease and in identifying psychological resources for the promotion of personal growth in the face of adverse mental and physical conditions. Emphasizing individuals strengths and resources rather than weaknesses and deficits, positive psychologists can provide a full-fledged contribution to the enhancement of patients' functioning. Alex Linley reviews theory and evidence on the role of strengths in human flourishing, focusing in particular on the application of Strengthspotting in psychotherapy and demonstrating how psychotherapists can effectively identify and develop strengths in their clients. Chiara Ruini addresses post-traumatic growth, psychological well-being and distress in breast cancer patients, highlighting patients' resources in comparison with healthy control women, and suggesting implications in psycho-oncology practice. Post-traumatic growth is also the topic presented by Carmelo Vázquez: In a longitudinal study with people who suffered myocardial infarction, positive emotions and cognitions are investigated as sources of post-stroke benefit finding. Doret Kirsten explores the association of psychological well-being with the constructs of

mindfulness, self-compassion and self-forgiveness in predicting eating disorders and in protecting against their development. Finally, Marta Bassi analyzes the quality of experience of psychiatric patients involved in rehabilitation activities, suggesting its crucial role in assessing both patients advancements, in terms of skill development and well-being, and the effectiveness of rehabilitation programs. Discussion will focus on the importance of sharing these results with health professionals and policy makers in order to contribute to a paradigmatic shift from an illness-centred to a patient-centred medical practice.

SYM-03: 2

Quality of experience and psychiatric rehabilitation: an ESM study among residential and semi-residential patients

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Background: The US Psychiatric Rehabilitation Association defines rehabilitation as the process promoting recovery, community integration and improved quality of life for persons with any mental health condition seriously impairing their ability to lead meaningful lives. Rehabilitation services help individuals develop skills and access resources needed to increase their capacity to be successful and satisfied in their living environments. Understanding patients' quality of experience during rehabilitation thus plays a crucial role in assessing both patients' advancements and provided services. In particular, the association of rehabilitation tasks with optimal experience can be an indicator of the level of individual well-being and success in developing personal skills in the face of environmental challenges.

Aims: We aimed at evaluating psychiatric patients' quality of experience and opportunities for optimal experience during structured rehabilitation tasks and during free-time activities.

Methods: A group of 27 participants were recruited from an Italian Rehabilitation Center: 12 residential patients (RP) and 15 semi-residential patients (SRP) diagnosed with psychosis or major affective disorder. Participants were administered ESM for one week, providing online repeated information on their daily activities and associated experience. Data were analyzed through the experience fluctuation model based on the relationship between perceived environmental challenges and personal skills.

Results: Both RP and SRP identified high challenges in rehabilitation activities. However, SRP most frequently retrieved opportunities for optimal experience, while RP primarily reported anxiety and arousal. For both groups, free-time activities were predominantly associated with boredom, apathy and relaxation.

Conclusions: Results are discussed based on participants' typology (residential vs semi-residential), and suggest the importance of structured rehabilitation activities in order to contrast the regression into states of apathy and psychic disruption characterizing free-time activities, and to favor the retrieval of positive and complex experiences. They further support the role of subjective assessment methods in evaluating the effectiveness of rehabilitation programs.

SYM-03: 3

Benefit findings after a heart stroke: The role of positive emotions

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Introduction: Recent metaanalytic reviews have consistently found that depression and anxiety are related to an increase in morbility and mortality of several heart conditions. However, the possible role of positive conditions and emotions in these health problems is far less known. As in other potentially traumatic conditions, people who have suffered myocardial infarction (MI) could manifest positive cognitions and emotions as a consequence of their medical condition.

Aims of the study: Our study was specifically designed to explore the possibility that people who have suffered a MI perceive some beneficial effects on several domains of their life.

Methods: We designed a longitudinal study in which participants (n=75) were assessed in three different times: In Time 1 (between 24 and 72 hours after the attack), in Time 2 (4 to 6 months after the attack) and Time 3 (1 year after the attack), basically using the same battery of questionnaires to assess negative and positive emotions as well as patients functional status and health-related behaviors. Well present only data on Time 1 and 2 as the study is not finished yet.

Results: First of all, MI patients showed more positive than negative emotions and this pattern persisted several months later. Satisfaction with life was also relatively high and no significant changes were observed between Time 1 and Time 2. Furthermore, most of the behavioral changes planned by the patients after their MI episode were successfully

completed in Time 2. Finally, regression analyses showed that increases in posttraumatic growth scores (using the PTG questionnaire) between Time 1 and 2 were predicted by the perceived severity of the condition and, surprisingly, by a low optimism at Time 1.

Conclusions. Positive emotions and cognitions are prevalent in people affected by life-threatening experiences like MI. We discuss the implications of these findings for basic and applied research in the health domain.

SYM-03: 4

Post traumatic growth, psychological well-being and distress in breast cancer patients: differences with healthy women.

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Background: Breast cancer patients confront many distressing and disruptive experiences such as the impact of diagnosis itself, the medical procedures that follow and a variety of psychological threats and losses. However, many of them report positive outcomes and a period of psychological growth after successful treatment of their illness. These changes are often manifested through perceived new possibilities, personal strength, spiritual changes and appreciation of life. These dimensions can be subsumed under the rubric of post-traumatic growth.

Aim: The aim of the study is to compare the levels of distress, symptomatology, psychological well-being, and post traumatic growth in breast cancer survivors and in healthy control subjects.

Methods: a sample of breast cancer survivors (n=60; mean age=56 years) and 60 healthy women were administered the following self-rated instruments: Post-traumatic Growth Inventory (PTGI), Psychological Well-being Scales (PWB), Symptom Questionnaire (SQ) and Psychosocial Index (PSI). Student t test was used to analyse the mean differences in the two groups.

Results: Breast cancer patients reported significantly higher levels of distress (PSI), depression (SQ), somatic symptoms (SQ) and lower levels of psychological well-being (PWB environmental mastery, Purpose in life and Self-acceptance) compared to healthy women. However, the levels of post-traumatic growth were higher in the patients group, particularly in the spirituality and appreciation of life dimensions.

Conclusions: Our findings, suggest that cancer patients do not present only negative characteristics (anxiety, depression and distress) and an impaired psychological well-being, but also positive aspects such as a sense of personal growth, spirituality and appreciation of life. These results may have implications in psycho-oncology, suggesting the importance of specific treatments for promoting psychological well-being and post-traumatic growth in breast cancer survivors

SYM-03: 5

The link between eating disorders, mindfulness and self-compassion and –forgiveness.

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In the field of positive psychology the constructs mindfulness, self-compassion and self-forgiveness have all been positively associated with enhanced psychological well-being, and there are speculations about their applicability as protective factors against eating disorder onset/relapse. A clearer understanding of the association between mindfulness, self-compassion and forgiveness; and eating disorder predictors namely body-dissatisfaction and drive for thinness, could inform future program development/refinement. Thus, the aim of this paper is to report the results of a comprehensive literature review, and two South African studies on university females in this field. Both one-shot cross sectional designs used the following inventories: the Eating Disorder Inventory3 (Garner, 2004), Five Facet Mindfulness Questionnaire (Baer et al., 2006), Heartland Forgiveness Scale (Thompson et al., 2005), and the Self-Compassion Scale (Neff, 2003), and. The first study aimed to determine whether differences existed in mindfulness, self-compassion and self-forgiveness in females with and without very high levels of body dissatisfaction and drive for thinness (n=200, mean age: 19.6 to 21.1 years). ANCOVAS corrected for age and Body Mass Index revealed significant differences on almost all measures. The second study (n=122, mean age: 18 20.4 years), aimed at determining the relationship between self-compassion, mindfulness, self-forgiveness, and eating disorder predictors. Protective factors were all significantly negatively correlated to eating disorder predictors; and self-kindness had the greatest inverse effect on them. The results of simple regression analyses of the second study will also be discussed.

SYM-03: 6

Positive Therapy: Strengthspotting in Psychotherapy

Alex Linley

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Background: Psychotherapy has traditionally been focused on taking people from being sub-optimal to acceptable in their functioning, and of course a major focus in positive psychology has been in helping people to become more fully optimal in their functioning. One of the ways in which research is increasing showing that people are able to lead flourishing lives is through identifying and using their strengths.

Aims: The aims of the presentation are to make the case for why Strengthspotting may be considered as a powerful therapeutic technique, and to showcase both how Strengthspotting can be done in practice, and how research results show that strengths use is a key predictor of leading a flourishing life. The presentation also introduces CAPPs Realise2 model of strengths use and development, and explores its relevance for psychotherapists (and others).

Methods: The presentation reviews results from a number of studies, published and unpublished, on the role of strengths in human flourishing. It also includes theoretical and conceptual work which has developed the concept of psychotherapy and Strengthspotting, and shares this approach with the audience.

Results: Data show that people are more likely to achieve their goals when using their strengths, have higher self-esteem and self-efficacy, and above all, demonstrate higher levels of subjective and psychological well-being. These studies have been conducted with large population samples, university students, and as longitudinal interventions with occupational groups.

Theoretical Advancements and Conclusions: The presentation demonstrates the research evidence that is building for the effectiveness of strengths use in promoting human flourishing, and demonstrates how psychotherapists can effectively identify and develop strengths in their clients as an adjunct therapeutic technique. The approach is one strand of an increasing number of positive therapies that have come about through the positive psychology movement.

SYM-11: Inclusive positivity as a new model for bridging the dichotomization of the mind : suggestions for culturally sensitive positive psychology

Time: Friday, 25/Jun/2010: 10:30 - 12:00

SYM-11: 1

Inclusive positivity as a new model for bridging the dichotomization of the mind: suggestions for culturally sensitive positive psychology

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As positive psychology has been becoming prevalent around the globe in the past decade, research and practice have been applied to people with various cultural backgrounds, including ethnic minority groups in North America and Europe, as well as non-western countries. However, the present body of knowledge and intervention may not be directly applicable to these populations, as a number of researchers showed cultural differences in positive psychology, such as definitions and determinants of SWB (Diener, 2009), norms for positive emotions (Eid & Diener, 2001), and propensity toward positivity (Diener et. al., 2000).

Thus, the purposes of this symposium are to examine the cultural impacts of positive psychology by introducing non-Western research results and interventions, and to propose a more culturally sensitive model for the future of positive psychology. In particular, presenters focus on how Japanese culture appreciates everything as it is beyond dichotomization of positivity and negativity. The first presenter introduces how cultural differences affect SWB by briefly summarizing research literature in cross-cultural positive psychology, including Japanese research results. The second presenter illustrates how positivity and negativity are viewed in Japanese culture, and shows therapeutic process toward wholeness in Morita Therapy, a traditional Japanese therapy. In this therapy, negativity is being accepted as a part of self and what may seem contradictory or dichotomous coexists. The third presenter describes the attempts of folk practitioners who bring light to death and deceased people through shamanic process, and facilitate living people as they embrace death and deceased people in their daily lives. The forth presenter introduces positive intervention in college class teaching practices, which apply arts to integrate the Eastern and Western perceptions of negativity and positivity which transcendental perspective.

By introducing these interventions in Japan, we reexamine the roles of positivity and negativity in positive psychology, and propose a new model called inclusive positivity which transcends dichotomization between the positive and negative, life and death, body and mind, and East and West.

TS-09: Virtual Positive Psychology

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-09: 1

A study of teacher's support and students' Internet misuses

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Internet has become an important tool in schools and society. Despite there are many advantages for using Internet, there are concerns as well about ethics, safety, and health for the youngsters. At schools, students misuse of Internet such as plagiarism, overuse, and addiction are common occurrence nowadays. Although the problems of Internet misuse could be shared responsibility for parents, schools, and teachers, there are relatively fewer studies on how teachers could care for the problems and design their lessons accordingly. A study about teachers instructional use of technology was conducted and teachers instructional strategies were analyzed to explore the influence on students Internet misuse. As a part of a large scale survey, a total of 3,729 grade 1-9 teachers in Taiwan was asked to rank their frequencies of implementations on 18 items of instructional practices such as given student worksheet to help them search on the Internet or provide students help when they do not have enough ICT literacy for class activities. For another part, teachers have to rank their perceptions on the situation of students Internet misuse in their classes. Teachers have to rank the approximate amount none, a little, or a lot, on items such as I observe plagiarism in my students, Students grades were suffering from using too much Internet, and My students are diagnoses with psychological problems because of Internet addiction. Each item of teachers instructional strategies was analyzed separately with logistic regression for all the 10 students Internet misuse items. The results showed that the instructional strategies that take care of students needs and provide help, rather than simply evaluate and divide students have potential help to lower students Internet misuse behavior. Although both types of instructional strategies require teachers planning and designing effort, the ones that showed more care for students seemed to produce greater help.

TS-09: 2

Using digital technology to enhance learners' creativity: the case of insight problem solving in digital puzzle gaming

Ling-yi Huang

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Digital game based learning can enhance learners flow experiences(Lemay, 2008Kiili, 2005Eck, 2006Gee, 2003). Flow is also positively correlated with creativity (Csíkszentmihályi, 1991). Hence, DGBL affords possibilities to enhance learners creativity. However, how to design is still an issue to be discussed.

This study aims to explore the relation between creativity and digital technology and to provide design suggestions to enhance creativity. This paper focuses on the following questions: How do learners solve a digital puzzle game? How does the strategy they deployed relate to digital technology?

Participants were asked to solve a digital puzzle game and two of those who solved it successfully were invited to demonstrate in a case study the processes of solving the puzzle and to think aloud. Participants were also video-taped while demonstrating. They were later interviewed and asked to divide their solving processes into different chunks. Finally, the data was analyzed using cognitive load theory and the chunk decomposition model.

The conclusions are the following: To lead players into a creative solution, designers must consider both decreasing players intrinsic/extraneous cognitive load and enhancing players germane cognitive load. In decreasing intrinsic and enhancing germane load the following strategies could be used: Mobility of the text and multimodal display of the electronic medium. In decreasing extraneous and enhancing germane load the following strategies could be used: The animation and dynamic display of electronic medium, the presentation of narration and corresponding graphic simultaneously and avoiding presenting identical streams of printed and spoken words. To sum up, with the design suggestions provided above, designers can lead players into creative solutions. Hence, the digital technology can help increase players creativity.

TS-09: 3

Evaluation of an Internet Based Intervention Module for Promoting Positive Health & Well-Being: A Preliminary Investigation.

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Abstract:

Background: There have been insufficient researches on computer tailored health or more specifically well-being promoting/enhancing interventions vis-a-vis the mental illness treatment and prevention programs. In an attempt to further extend the research on interventions that promote positive health behavior and well-being the current study utilized a tailor made intervention module. The five important components chosen are deliberated after exhaustive research in Indian context and are explicitly grounded upon positive psychological principles and utilize cognitive behavioral and psycho-educational approaches for evaluating the legitimacy, efficacy and overall effectiveness of the developed intervention module.

Objective: T*o assess and evaluate the effectiveness a web-based wellness promotion intervention module designed, developed and delivered especially for college students.*

Participants: A total of (N=212) participants registered to the website designed for the purpose and filled online standardized measures and continued to different levels but only 35.37% (N=75) of them completed all the five individualized sessions and post-assessment. The attrition rate at different levels has been also calculated as an indicator of social desirability from the program on behalf of the participants.

Design & Methodology: The online and offline tasks were tailored for the individualized components of the module which were time management, stress management, purpose in life, self management and emotional intelligence. Using a simple pre-post intervention design and by applying paired sample t-tests separately for pre-post assessment and pre-post sessions, the significant differences and effectiveness criteria was assessed.

Results & Conclusion: The degree of effectiveness for the tailored components was found to be significant for time management, stress management, emotional intelligence, Purpose in life. There was no significant differences in case of overall self management measure except three of its factors mainly timeliness of task accomplishment, written plans for change& organization of physical space came reasonably significant. Similar significant differences were also found in pre-post sessions analyses which were done on the data obtained from pre-session measure and the repeated review measure. Above all ubiquitous criticisms, future recommendations and practical implications with necessary suggestions were also addressed in the end.

TS-15: Engagement and Curiosity I

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-15: 1

Engaged and Dismissive Savoring Differentially Predict Positive and Negative Mood Outcomes

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Savoring is the act of sustaining and repetitively focusing on positive experiences in order to enhance positive feelings (Bryant & Veroff, 2007). Some empirical evidence exists to show that savoring is associated with positive moods (Bryant, 2003). However, Bryant has suggested that subtypes of savoring may exist, so the present research sought to determine whether subtypes predicted positive and negative mood outcomes similarly or not.

Analyses were performed on young adult participants from two different studies (Ns = 99 and 101) who completed the Response Style Questionnaire (RSQ), the Ways of Savoring Checklist (WOSC), and several common mood self-reports (i.e., depression, anxiety, subjective happiness, and subjective well-being). We conducted a principal-components factor analysis to identify factors possibly underlying the WOSC, and two factors emerged: Dismissive savoring, = .88; and Engaged savoring, = .74. Dismissive savoring included items such as "I reminded myself that nothing lasts forever" and Engaged savoring included items such as "I thought about other people to share with". Path analyses were performed to see whether these two types of savoring differentially predicted several mood outcomes. The models of both samples were very similar and yielded very good model fit indexes.

Dismissive savoring, as expected,was associated with increased rumination and negative mood outcomes, while *Engaged savoring* was negatively related to depression and anxiety. Furthermore, *Dismissive savoring* was associated with lower levels of happiness and wellbeing, while *Engaged savoring* was positively related to happiness and wellbeing. These results suggest thatthe more an individual employs *Engaged savoring* strategies, the happier the individual will be. In contrast, dismissive savoring (kill-joy) was associated with greater unhappiness.

TS-15: 2

Customer-related correlates of service employees' work engagement

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Previous studies have found that service employees work engagement affects customer satisfaction and loyalty. The present study discusses the associations of these variables in regard to the mediating role of customer-employee rapport and satisfaction of the customer's need to belong and to maintain positive self-esteem. Data were collected from 137 service employee-customer dyads. Structural equation modeling results support a model in which employee engagement is related to customers sense of rapport as well as to satisfaction of their need to belong. Rapport and maintenance of self-esteem, but not the need to belong, were related to loyalty intentions. Rapport fully mediated the relationship of employee engagement with customer loyalty. The results are discussed with regard to the contribution of employee work engagement to an authentic customer-employee relationship.

TS-15: 3

Authenticity as a Reference Point for Sexual Satisfaction: Fantasy Disclosure - Is it a Challenge?

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Being true to ourselves in most of life contexts is a condition for happiness. In the couple relationship, disclosure of feelings regarding sexual satisfaction may help to stay authentic this way minimizing the pressure that may arise when there is a perceived discrepancy between ones sexual desires and the existing sexual behaviors. This study aims to evaluate the extent in which authenticity facilitates the sexual self-disclosure process in the couple relationship, that arises from the individual sexual fantasies, in order to rich a higher level of sexual satisfaction. Using a quasi-experimental design, 120 participants that were involved in a couple relationship were selected and after signing an informed consent, volunteered to participate in the study. Five instruments whith good psychometric properties were administered in electronic or pencel and paper format in order to measure sexual fantasy (SFQ), authenticity (AS), sexual satisfaction (Iss) and sexual self-disclosure (msdq). If Authenticity is moderately related with sexual satisfaction and self-disclosure, there is a negative tendency with sexual fantasy use even if a higher level of sexual fantasy facilitates the self-disclosure processes in order to attain increased levels of sexual satisfaction. A positive tendency was observed between the frequency of sexual acts and sexual self-disclosure and relationship duration. In the same time, the number of partners in the last year are positively related with sexual fantasy and negatively related with personal authenticity. Future studies should take into account the cognitive (E.G.: self-downing) and emotional (E.G.: shame) factors that may interfere with fantasy use and implicitly with ones perceived authenticity.

TS-15: 4

Work meaningfulness and Affective disposition as predictors of work engagement

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Objectives

Work engagement has an essential role in organizations as well in the individual and is in many respects antithetical to the well-researched topic of burnout (Shaufeli & Bakker, 2001). The purpose of this research was to investigate the interactive effect on work engagement of (a) meaningfulness of work and (b) affective disposition.

Methods:

The research used three self-report questionnaires, completed by 252 employees (63% female) working in a variety of organizations and companies in Israel. Age ranged from 20 to 80 years old (M=33.7), and tenure was at least 6 months (M= 4.83 years); most participants (77.7%) had academic education.

Results

The results supported all of the research hypotheses:

(a) As hypothesized, there were significant positive correlations between work engagement and meaningful work on the one hand (r=.62) and between work engagement and affective disposition on the other (r=.27).

(b) As hypothesized, work meaningfulness moderated the relationship between affective disposition and work engagement. Specifically, the affective disposition-work engagement relationship was found to be positive when work was experienced as having low or no meaning at all. By contrast, with participants high in work meaning, there is no correlation between affective disposition and engagement.

Conclusions:

The findings support recent findings (e.g., Steger, Frazier, Oishi, & Kaler, 2006) about the important role of meaningful work.

TS-15: 5

Engagement positives and negatives: Work to live, not live to work.

Genevieve. A. O'Reilly, Richard. E. Hicks

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An Australian based multi-national retail travel company was faced with an unusual situation; consistently high engagement was occurring at the same time as high staff turnover (33% per annum). At face value, this anomaly contradicted consultancy based findings and academic literature, which implies that engagement and staff retention go

hand-in-hand. However, three prominent engagement theories helped provide an explanation of the apparent anomaly when data from interview and survey responses were analysed.

In-depth interviews with past and present employees had suggested that sustainable workloads, adequate support, and an appropriate balance between work responsibilities and personal life commitments influenced engagement and retention levels. The highly incentive based reward structure appeared to be a compounding, mixed influence. A Structural Equation Model confirmed the interview themes, showing that work demands and work resources, were positive predictors of engagement. Reward for effort was also a positive predictor. But how to explain the existence of high turnover and high engagement?

Three major theories, working together, provided a basis for an answer. Maslach and Leiters (1997) theory on engagement and burnout explained that high work demands were sustainable, and burnout avoidable, if employees had enough time to recharge themselves spending time with family, or enjoying other personal commitments. This was a difficult balance to achieve since long work hours were necessary to reach work targets. However, Schaufeli and Bakkers job demands and job resources model of engagement (2004) explained that high work demands (and its negative effects) were manageable if buffered by adequate work resources. That is, efficient work systems and adequate technology could be used to reduce time needed to complete tasks allowing more time to peruse personal interests outside of work. The third theory which emphasised a more personal basis, Csikszentmihalyis and Nakamuras (2003) concept of vital engagement, suggested that high job demands were beneficial if work targets were realistic. In such instances employees were productive, often far beyond what they thought themselves capable of, and experienced work as immensely satisfying. Conversely, for those unable to achieve such results work was exhausting and disengaging. These employees often chose to leave the organization.

To conclude, when managing a dynamic and demanding work environment, engagement levels can be maintained and turnover minimized when organizational goals and individual needs are aligned. Strategies to achieve such a balance include; supporting employees to meet work-life balance needs, supplying adequate resources to facilitate efficiency and productivity, and setting challenging yet achievable work targets.

TS-18: Leadership 1

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-18: 1

Positive Leadership Education: Cross-Cultural Perspective

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Among the positive consequences that could emerge from the global economic crisis, there might be a serious exercise of reflection on the quality of management education, particularly the MBA programs. Moreover, some business schools are also examining whether the model of leadership taught in MBA courses is grounded on virtuous character, beyond the prevalent notion of charismatic leadership even "narcissistic leadership" as it has been argued in management literature.

In this workshop we would like to share our research at IESE Business School (Barcelona) related with character strengths of MBA candidates, building upon the findings presented in the previous conferences in Philadelphia and Opatija.

We will illustrate some results of a cross-cultural psychometric study of character strengths on large samples of MBA students from Europe, America, and Asia. The study utilizes the Values-In-Action test (VIA-IS) and the Temperament-Character-Inventory (TCI-R), complemented with a previous study using the Minnesota-Multiphasic-Personality-Inventory (MMPI).

In particular, we focus on the virtue of Humility. We believe that a new paradigm of leadership based upon Humility would produce very positive impacts both for people and organisations. Thus, the psychometric scales we study are Humility and Modesty, Self-Awareness, Self-Acceptance, and Ego Inflation. We expect that the results would offer evidence-based information about these strengths among a statistically significant population of MBA students, including a cross-cultural comparison.

Preliminary average scores suggest that MBA candidates self-acceptance seems to be poor, whereas need for recognition appears high. They might show a tendency to looking good with the risk of self-deception. Some differences related with the geographic and cultural origin appear, although not very significant.

In conclusion, we will suggest some ideas for integrating the virtue of Humility in the content and methodology of MBA programs, so to enhance Positive Leadership.

Too Much of a Good Thing? Inflated Self-Perceptions in the Workplace

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Background: A focus of positive psychology has been the promotion and maintenance of positive self-perceptions such as self-efficacy, self-esteem, and optimistic attributions. Recent research on psychological entitlement, however, suggests that unrealistically positive self-perceptions (i.e., positive self-evaluations that are not grounded in objectively desirable traits and abilities) may be detrimental (e.g., Harvey & Martinko, 2009).

Aims of the study: Building on psychological entitlement research, we investigate potential drawbacks associated with unrealistically positive self-perceptions in the workplace. More specifically, we examine job satisfaction, strain, and effort outcomes of employees with high and low levels of psychological entitlement. It was hypothesized that psychologically entitled employees (i.e., those with unjustifiably high self-perceptions and overly-optimistic attribution styles) would react more negatively to situational stressors (i.e., coworker conflict, abusive supervision, and organizational politics).

Method: A sample of full time employees from a variety of corporations in the U.S. was developed for the study. Data were collected via online questionnaires and analyzed with bootstrapped hierarchical regression.

Results: Our data suggested that employees with overly positive self-perceptions reacted more negatively to conflict with coworkers and abusive supervisors. Employees with inflated self-perceptions appeared to function more effectively in highly politicized work environments than other employees, however. These results suggest that positive psychology theories may need to consider unintended consequences of interventions aimed at improving self-perceptions.

Conclusions: Our findings are generally consistent with recent research suggesting that, while positive self-perceptions are desirable, unrealistically positive self-evaluations and the associated sense of entitlement can be problematic. An extension of these findings is that positive self-perceptions are desirable, but may become counterproductive when they are not based on actual strengths and positive traits.

Profiling Innate Working Styles to Maximise Employee Productivity: An exploration and evaluation of the Instinctive Drives® System

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Researchers in the past decade have highlighted the value of positive psychology theories and practices in organisational environments (Wright, 2003; Luthans and Youssef, 2007). This approach has evolved into the research sub-field of positive organisational behaviour (Wright & Quick, 2009). This paper examines a profiling tool that applies the principles of positive organisational behaviour, with practical and theoretical implications.

The Instinctive Drives (I.D.) System® measures individuals on their propensity to either use, or avoid, four specific drives. The four drives relate to a person's preferences for: detail or bottom-line answers; practical matters or big-picture thinking; structure or spontaneity; and innovative, pressured work environments, or certainty and predictability (Burgess, 2003).

Some researchers argue that positive organisational behaviour to date does not address the lack of positive research in the field, is not grounded in previous organisational research, and relies too heavily on a single method (Hackman, 2009). Recent research into the I.D. System® addresses all three of these concerns, and shows how this tool effectively incorporates positive organisational behaviour practices into the workplace.

Fitzgerald and colleagues (2005) provide an overview of the I.D. System®. Comparisons with other profiling tools, like the Myers-Briggs Type Indicator (Myers & McCaulley, 1985) and the DiSC® system (Mills & Associates, 2005), suggest that the I.D. System® fares favourably. More specifically, when compared with these tools, the system demonstrates superior reliability and validity. Extending this work, other researchers have demonstrated how the I.D. System® facilitates employee morale and human resource management (Fitzgerald et al., 2006; Chapman, 2008).

This paper demonstrates how the I.D. System® applies the principles of positive organisational behaviour and warrants further study from this perspective. This research represents not only a valuable opportunity for extending current theory, but also a potential source of improvement for organisations and individuals.

Towards Positive Institutions - Understanding the Interaction of Leader Disposition with Normative Forces

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The discourse of neoclassical economics continues to be prevalent in most large corporate environments and remains embedded in both formal and informal aspects of the organisational system. The dominance of this discourse has been shown to suppress the ethical orientation required to address conflicts that may arise between organisational interests and societal needs. The resulting phenomenon, sometimes referred to as 'moral muteness' (Bird and Waters, 1989) can thus pose a major barrier to the emergence of positive institutions. The important role organisational leaders play in contributing to or challenging such dynamics is highlighted by evidence suggesting that leaders' ethical orientation tends to 'trickle down' to those subordinate to them.

The research presented in this workshop examines the personal disposition of business leaders in relation to their ethical orientation. Additionally it links these variables to strategies used by leaders for coping with tension between business goals and personal values. Initial results suggest the relevance of two dispositional factors relating to leader interaction with normative forces (psychological differentiation and locus of control), and identify four distinct leader segments:

- Active Conflict Perceivers
- Passive Conflict Perceivers
- Active Harmonists
- Passive Harmonists

The workshop discusses the characteristics of these segments as well as potential implications for transforming existing corporations into positive institutions. Following the presentation, workshop participants will be encouraged to:

(a) share personal experiences from a range of contexts that validate, qualify, or challenge study findings, and

(b) discuss their own views on how the relationship between the corporate sector and society should be improved as well as how such improvements might come about in light of study findings.

TS-22: Aging

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-22: 1

Intention to Stay in Organization among Older Workers in Hong Kong: Some Preliminary Analyses

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Background and research objective

This study explored potential factors that were related to older workers intention to stay in the organization among Hong Kong Chinese workers. It is widely documented that the global workforce, particularly in the developed countries, is experiencing different degrees of demographic aging and associated challenges to socio-economic systems. As health status has generally improved and the prevalence of physically demanding job declines, working at older ages become increasingly feasible and, with longer life, increasingly economically necessary. Surprisingly, more people choose to retire prematurely and leave their affiliated organization. While there is a lack of relevant research in the Chinese work context, understanding factors to retain older workers in the workplace is both theoretically and practically important in modern Chinese societies. The primary goal of this study is to identify personal factors, such as successfully aging as well as attitude towards retirement, and job related factors (e.g. job satisfaction, job autonomy) that influence the intention to stay among Chinese older workers.

Methods

This study is a self-administrated questionnaire survey. Participants are currently employed Chinese workers in Hong Kong who aged 40 years or over. A total of 242 participants were recruited. The majority of participants were mental health professionals. Among them, 117 were male and 125 were female. The average age was 51.06 (SD = 4.45).

Results

Bivariate correlation shows that intention to stay in organization relates positively to successfully aging in workplace (e.g. adaptability and health, occupational growth, positive relationship with coworkers, sense of personal security, r ranged

from .35 to .48, all *p*<.05) and negative attitude towards retirement (r = .25, p<.01). Job related factors, such as job autonomy and job satisfaction were also related to intention to stay (*r* = .27 & .51, respectively, both *p*<.01).

Conclusion

Intention to stay among older workers was related to wide array of personal and job related factors. In this study, different facets of successful aging were the most salient factors in affecting the older workers intention to stay. Organizations should consider implementing strategies which facilitate the inclusion of older workers, such as providing more opportunities for them to grow and learn, and establishing a work atmosphere that is sensitive to the older workers' needs.

TS-22: 2

Are Adults Who Look More At Positive Images of Aging Happier? It Depends On Age

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Although the negative effects of negative images of aging are well known, the effects of positive images of aging have not been adequately explored. Theoretically, there are reasons to postulate that positive images of aging may be preferred by older adults. Work on socioemotional selectivity theory has revealed that older individuals prioritize emotional goals over goals that will provide them with benefits in the future. Such prioritization leads older adults to be more likely than younger adults to prefer and remember information from positive stimuli.

However, there are also theoretical reasons to believe that positive images of aging may be harmful. The social comparison literature distinguishes between upward comparison comparing with others who are better off, and downward comparison comparing with others who are worse off. In most cases, while upward comparison inspires self-improvement, downward comparison provides emotional comfort. However, when the comparison targets are too better off, i.e. superstars, they inspire self-enhancement only when their success seems attainable; otherwise, they lead to self-deflation. Applying these theoretical prepositions to images of aging, one may argue that since positive images of aging represent better-off comparison targets whose success may be hard to obtain, older adults may not prefer those images. In contrast, middle-aged and younger adults who are further away from their own old age may find the success theoretically attainable and thus more likely to prefer those images.

This study tested these alternative predictions by examining age differences in attention toward positive relative to negative images of aging; as well as whether the relationship between such attention and subjective well-being differed by age. Participants included 32 younger, 28 middle-aged and 45 older adults recruited from Hong Kong, China. A public announcement clip was shown to participants. One side of it shows negative images of aging while the other side shows positive images simultaneously. Attention preference toward positive images was measured in terms of pupil dilation in response to the positive images while watching the video, recorded by an eye tracker. Subjective well-being was measured by Center for Epidemiologic Studies Depression Scale and the Actual affect subscale of Affect Valuation Inventory.

No age differences in attention were found. However, age moderated the relationship between attention and subjective well-being, $F(2, 80) = 6.915$, $p = .002$. The association between pupil dilation and subjective well-being was negative among younger participants ($r = -.466$, $p = .009$); but was positive among middle-aged participants ($r = .457$, $p = .025$) and was not significant among older participants ($r = .017$, $p = .926$). Findings suggest that younger adults may perceive the older actors in the images as an out-group. They thus feel better when the images of aging are worse off (downward comparison). Middle-aged adults, in contrast, feel better when the age group that they are about to be a member of (i.e., older adults) is portrayed more positively. Older adults may be unaffected by the images because they have already been in their old age and know first handedly what old age is like.

TS-23: Flow - Attention 2

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-23: 1

Sensor-based Correlation Analysis between Office Activities and Psychological States

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This paper presents the experimental correlation analysis between psychological states of office workers and their activities monitored by ubiquitous sensors.

Relationship between job characteristics and psychological states has been researched from various aspects in psychology, environmental information, education, and management science. However, most of the researches relied on subjective responses such as questionnaires or interviews to recognize office activities as well as psychological states. Although some researches exploit intellectual performance tests as objective measures, the question items are usually quite different from actual office activities. Thus, we use ubiquitous sensors to observe actual office activities objectively, not depending on worker's memories or feelings.

For monitoring office activities, we focused on three key elements; communications, PC operations, and work areas. Communications are measured as total length of meeting and members (leaders, project members, or other members). PC operations are measured as frequency of keystrokes, mouse movements, and activity length of each application. Activities about work area are measured as how long and where workers stay in the office.

For measuring psychological states, we focused on three types of psychological measures related to job performance, i.e., Flow Experience Checklist, Multiple Mood State, and Creativity Support Index. Flow Experience Checklist consists of 10 questions such as "Confidence in doing well", "Challenging", "Heading to goal", and so on. Multiple Mood State consists of 12 questions such as "Relax", "Tense", "Anxious", and so on. Creativity Support Index consists of 6 questions such as "Immersion", "Expressiveness", "Enjoyment", and so on.

For correlation analysis, we applied Experience Sampling Method, where workers received e-mail five times a day randomly, and then they accessed web questionnaires designated by the e-mail. We recorded all answers about above 28 questions and when the answer is submitted, and quantified office activities based on the last 30 minutes data before the submission. Finally, we derived correlation coefficients between office activities and psychological states.

The experimental result shows: (1) significant moderate correlations between the psychological states and the office activities based on individual worker's data, (2) weak correlations of them derived from all workers' data because of different tendencies among workers.

For example, about communication rate with superior members, a worker showed significant positive correlation on "Relax" (0.41*), "Enjoying myself" (0.39*) and "Immersion" (0.38*). In contrast, another worker showed significant negative correlation on "Immersion" (-0.70***), "Enjoyment" (-0.48**) and "Confidence in doing well" (-0.42*). However, the highest significant correlation of all data is "Tense" and "Activity rate of mail client" (-0.262***).

The "flow experience" and the growth hypothesis.

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Background: Defined by Csiksentmihalyi (1975, 1990, 1997) as an optimal subjective state that people reports when they are completely involved in an intrinsically motivated activity, the flow experience results from a perceived match between challenge and skills. This optimal experience is characterized by loss of reflective self-consciousness, sense of control, clear goals and feedbacks, distortion of temporal experience, intense and focused concentration, and merging of action and awareness. The increase of individual skills must theoretically be related to an increase of challenge level in order to maintain a flow state: if challenges exceed skills, one becomes vigilant end then anxious, and if skills exceed challenges, one relaxes and then becomes bored. This research aims to test this growth hypothesis by evaluating the flow state occurring in a leisure activity with two different levels of difficulty.

Method and hypotheses: Alpinism is a suitable experimental paradigm because of the opportunity to consider and to control objectively both the level of individual skills and the challenging difficulty of an ascent. The flow state is measured by the FSS-2 scale just after each ascent and we hypothesize that it is changing according to the difficulty level: the more the challenge will be high and the skills roped in, the more the flow state will increase.

Results: In a sample of 20 alpinists, preliminary results indicated changes for several flow dimensions between the two ascents of different difficulty: information feedback ($F = 10.33$, $p = .005$), automatism ($F = 8.45$, $p = .009$), concentration ($F = 10.69$, $p = .004$), control ($F = 16.2$, $p = .001$) and time alteration ($F = 21.69$, $p = .000$). Results will be discussed in relation with the positive emotions related to flow experience.

Expanding the flow model in adventure activities: A Reversal Theory perspective

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Flow Theory (e.g., Nakamura & Csikszentmihalyi, 2005) and Reversal Theory (e.g., Apter, 2001) are two psychological models which address optimal (e.g., flow) and non-optimal (e.g., anxiety) experiences from a motivational standpoint. Reversal Theory (RT) posits that individuals regularly reverse between opposing *meta*motivational states (e.g., between telic serious-minded states and paratelic playful states), and that the quality of experience is dictated by an individuals current *meta*motivational state (e.g., Frey, 1999). Theoretical research in Flow Theory and Reversal Theory has occurred independently during the past three decades, despite areas of congruence and their shared emphasis on subjective emotional processes. Although flow literature has suggested the potential for different types of flow (e.g., Csikszentmihalyi & Csikszentmihalyi, 1988), attempts to distinguish amongst different flow states have either remained theoretical hypotheses (e.g., Rea, 1993), or have been largely defined in terms of the nine flow dimensions, namely a perceived challenge/skill balance (i.e., the *C/S balance*; e.g., Jackson & Eklund, 2004). Recent research has challenged the hypothesis that flow depends upon a *C/S balance* by emphasising the role of perceived skills (Stavrou et al., 2007), perceived importance of the activity, and participants' achievement motives (Engeser & Rheinberg, 2008). Thus, this project attempted to integrate flow and RT perspectives to investigate a range of flow experiences in adventurous activities via a sequence of two studies (i.e., *sequential exploratory design*, Creswell, Plano Clark, Gutmann, & Hanson, 2003).

Study one consisted of six retrospective interviews with expert adventure instructors. Study two was a prospective, mixed-methods study with novice riversurfers (an adventurous river activity) in which 10 participants completed measures of RT states (i.e., the telic/paratelic state instrument, T/PSI, O'Connell & Calhoun, 2001), flow states (i.e., the short flow state scale, SFSS, Martin & Jackson, 2008) and challenge/skill perceptions (Stavrou, Jackson, Zervas, & Karterliotis, 2007) at key points throughout a three day course. Daily interviews, facilitated by head-mounted video camera footage, were conducted with 5 of these 10 participants. Data was analysed using a *concurrent nested design* (Creswell et al., 2003).

Data analyses indicated that Flow Theory could potentially be expanded to account for a variety of flow states based on: (a) felt intensities of RT states; (b) metamotivational dimensions; (c) various challenge/skill weightings; and (d) distinct enjoyment dimensions. The scope of attentional field, sensory and emotional awareness, physical state and directionality of focus was also useful to identify and differentiate flow states. Varying levels of skill perceptions were more useful indicators of flow states than perceived challenges. The autotelic and enjoyment dimensions of flow were also questioned insofar as intense flow states were reported when participants were pursuing important goals beyond the sake of the activity itself accompanied by heightened negative emotions (e.g., anxiety). This project suggested that the specificity of Flow Theory could be increased by encompassing key RT constructs which may better account for qualitative differences amongst flow states, and the hypothesised development of flow complexity (Csikszentmihalyi, 1993; Rea, 1993). The use of RT dimensions to classify flow states provided a theoretically meaningful way to distinguish flow states herein and may increase the explanatory power of Flow Theory.

TS-23: 4

Measuring flow at a cross curricular project at a Danish junior high school

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According to Csikszentmihalyi & Rathunde (2003) group work oriented, cooperative and student initiated projects at school have a good chance of producing flow experiences among the students, thus also contributing in general to student motivation for education. A new Danish cross curricular teaching material for junior high school (or lower secondary school, i.e. grades 7 to 9), The dilemmas of surveillance involving several school subjects like science and math and hi tech equipment like GPS and mobile phones, is supposed to promote just that. This teaching material aims at engaging students in challenging but joint learning processes with good possibilities for student influence and initiative, a high scholastic outcome in subjects like math and science and thus also, supposedly, a high amount of student flow in these activities. But in reality, does this material deliver the results it promises? Does it really work? A joint research group from Universe Research Lab and the Danish School of Education/ Aarhus University tried to answer such questions and e.g. measure student flow during two project weeks at Møllevang School in Aarhus, winter 2009-2010, using among other tools a Danish version of the Flow-Kurz-scale. At the workshop, researchers, Henrik Jakobsen and Frans Ørsted Andersen will present and discuss the results of the research.

TS-34: National Studies

Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-34: 1

What does differ happy from unhappy people? – Results from national survey in Croatia

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What makes people happy or unhappy in society they live is important research question. Various correlates of subjective well-being have been documented, personal, social, economic and environmental. Happy people tend to function better in different areas of life and report to be more active in the community than unhappy ones.

Our study explores the determinants (sociodemographic, personal, social and behavioural) by which happy and unhappy people in Croatian society differ.

Subjects were a representative sample (N=4000) of Croatian citizens, recruited for a purpose of a public opinion survey. Mean age of participants was 47 years, ranging from 18-89 years. The survey was conducted by face-to-face interviews in respondents home in November 2008. The questionnaire included sociodemographic characteristics (age, gender, income, employment status), ratings of subjective health, satisfaction with specific personal and national domains (IWI-International Well-being Index), trust in people and frequency of various off-the-job activities. Involvement in the community life was also reported, as well as respondents plans to leave Croatia in the near future.

The sample was divided into two groups on the basis of overall happiness rated on the scale 0-10. The most happy group (N=400) represented the upper end of the happiness distribution, while the most unhappy group (N=400) represented the lower end of the distribution (N=400). The differences in examined variables were calculated between the two groups.

Results showed that the happiest Croatian citizens were younger, with higher income, education and trust in people, better in personal and national well-being and of better subjective health than unhappy ones. While groups did not differ in their plans to leave Croatia, the happiest citizens were more involved in the community than the unhappiest. The implications of the study will be discussed in terms of the importance of individual well-being for society.

TS-34: 2

The relationship between South African consumers' living standards and their life satisfaction

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Background: The trend towards wellbeing marketing has created opportunities to expand market research beyond product and service satisfaction to include the concept of life satisfaction. Some believe that people are bombarded daily with messages implying that the good life is the goods life. But, a lifestyle based mainly on hedonism and consumption may not be optimal for both peoples wellbeing and societies welfare. Some experts, for instance, ascribe an unprecedented wave of violent crime to the constant stimulation of a consumer culture in South Africa people who live in dire poverty resort to violence and crime because of a desire for the unattainable good life reflected in the media and through marketing. It therefore appears warranted to investigate whether increases in material prosperity are accompanied by increases in life satisfaction among South African consumers. The Living Standards Measure (LSM), one of South Africas most popular segmentation methods, may be valuable in investigating this relationship. It segments the South African population into ten LSM groups according to their living standards, and is essentially a measure of wealth.

Aim of the study: The primary purpose of this research was to investigate to what extent life satisfaction differs across the LSM groupings as used within the multicultural South African context, and to investigate the nature of the relationships between these constructs.

Method: Data were obtained by means of a survey conducted on a nationally representative sample (n = 2566) of adult South African household purchase decisionmakers. The Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985) was used to measure life satisfaction. Considering the literacy level and test-taking skills of the broad South African population, a five-point Likert response scale was used.

Results/theoretical advancements: South African consumers from the higher LSM segments were more satisfied with their lives than those from lower LSM segments. Results on the relationship between consumers demographic characteristics and their life satisfaction in general corresponded to those found in international studies. Although not the main focus of the research, findings confirm the value of simplifying the SWLS by reducing the Likert scale from seven to five.

Conclusions: There appears to be a strong relationship between consumers living standards and their life satisfaction, but numerous factors may impact on this relationship. The measurement of peoples life satisfaction in culturally diverse countries such as South Africa requires further investigation. Those interested in consumers wellbeing in particular should investigate how consumers satisfaction in the consumer domain impacts on their overall wellbeing.

TS-34: 3

Positive Psychology in Contexts of Chronic Crisis

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Positive Psychology

in Contexts of Chronic Crisis

This paper addresses one agenda: To assess and increase the relevance and applicability of Positive Psychology in contexts of chronic crisis (Vigh 2008). The paper discusses the legitimacy of this agenda as well as the complications in fulfilling it; drawing on a qualitative and quantitative study of the relevance and applicability of character strengths (Peterson & Seligman 2004) in the war-torn context of Northern Uganda (Harnisch 2008) and additional literature on applied psychology in contexts of chronic crisis (Betancourt & Khan 2009, Diener 2009, Neuner et al 2008).

Although flawed, the study from Northern Uganda reveals a crucial need to redefine not so much Positive Psychology´s definitions of the pleasant, the good and the meaningful life; as the tools available for obtaining these better lives. In contexts of chronic crisis many are living in IDP-camps with no possibilities of getting jobs, education or even securing basic needs and many informants in the present study were forced to kill in order to survive. If Positive Psychology is to contribute in these settings we must pose different questions than we have managed so far, the most important being: When resources are low and possibilities to restructure lives are severely limited, what tools then do Positive Psychology have to offer? When people kill in order to survive, where does it leave our definitions of morally valued character strengths or virtuous behaviour?

Finally the paper argues that Positive Psychology must not only contribute to contexts of chronic crisis but also take the opportunity to learn from these by studying the important concepts of coping, meaning-making processes and resilience that are so rigorously displayed in these challenging contexts. There is an ethical and urgent need for Positive Psychology to grow by becoming a global Positive Psychology.

TS-37: Positive Psychology in Education - Primary
Time: Friday, 25/Jun/2010: 10:30 - 12:00

TS-37: 1

A discussion of a unique collaboration model between schools

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Background:

The schools located in many township and rural areas of South Africa struggle to provide a high standard of education because many of the inhabitants of these areas are very poor and there is thus a lack of the funding required for the necessary educational equipment. Environmental factors, teachers with insufficient skills, a lack of learning material, financial problems, and poor infrastructure all contribute towards underachievement. The Afri Twin project, started by Jayne Martin from the UK, addresses this problem. The project is a collaboration between a British school, a South African town/city school, and a school from a poor township or rural community in South Africa with the focus on changing the well-being of the poor school.

The aims:

The aims of the research project were to determine the benefits of the Afri Twin project for the schools involved in changing the well-being of these schools; to investigate the unique interaction between Wellacre, Ferrum, and Siyalungelwa; and to determine the cultural enrichment of learners and the multi-cultural interaction between the three schools.

Methods used:

This paper reports on a research project that made use of a qualitative case study approach, to focus on the collaboration between Wellacre Technology College (England), Ferrum High School (South Africa), and Siyalungelwa High School (South Africa) as part of the Afri Twin project. Data was collected through focus group interviews, in-depth interviews, and questionnaires.

Results:

Data analysis led to the emergence of four major themes with categories and subcategories. The themes are: The collaboration between Wellacre, Ferrum and Siyalungelwa; Advantages for Wellacre, Ferrum and Siyalungelwa; Cultural interaction; and finally Problems.

Conclusions:

The conclusion underlined the cultural tolerance that is established through the Afri Twin project, as well as the importance of financial support for promoting an improved learning environment. On a national level, the project brings change and well-being to the schools involved.

TS-37: 2

THE MAKING OF A LEXICON FOR EFFECTIVE RESIDENTIAL TREATMENT FOR HIGH RISK ADOLESCENT MALES

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BACKGROUND:

Bayfield Treatment Centres have been treating adolescent males since 1973. The service is designed to manage extreme behavior in a positive psychological therapeutic milieu. Our evidence- based emphasizes strength based programming, creating opportunities for success. The core outcome objective is for our children to form healthy positive attachments.

THE STUDY:

There are 338 children in the research data set. Children have been tested every nine months for a period of ten years on a series of standardized clinical and educational tests. The study reports the findings and seeks new insights into why the theoretical model results in positive outcomes.

THE METHODS:

A series of psychometric and educational assessments were administered at admission and every nine months for a period of ten years, and independently analyzed with SPSS to determine significant relationships.

Focus groups were conducted and administered to 210 staff. The survey results were mapped thematically to the literature on the theory of inner working models. The questions were coded by thematic categories.

RESULTS:

The data analysis shows that children have the capacity to attach, have demonstrated an increase in emotional functioning, have become more socialized, and made significant gains in academic achievement. It was also noted that children become less aggressive over the course of treatment.

We used a survey and statistical analysis to create a lexicon that holds the intentional language and activities that staff use frequently to create a positive therapeutic experience.

CONCLUSIONS:

Our theoretical framework of an inner working model of positive attachment is supported by our findings. In our quest to understand the positive outcomes we have created a lexicon currently used by our staff to build a praxis bridge from theory to practice. We will continue to shape our treatment strategies as our children teach us what they want us to know.

TS-37: 3

The development of school moral atmospheres and the construction of students´ ethical awareness

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The Ethics and Citizenship Program (E&C), a moral education program developed by the Brazilian Government, focuses on planned and systematic work on the themes of ethics, democratic coexistence, human rights and social inclusion in schools´ daily activities, related to the actual moral problems of each schools surrounding community. This research, carried out in two public schools located in a poor neighborhood of the city of São Paulo, analyses if the program fostered the creation of a moral atmosphere in the schools and influenced students awareness of ethical issues.

Methods

Three instruments, allowing qualitative and quantitative analysis, were used:

- *Semi-structured interviews.*
- *Written reports*
- *Written questionnaires (*seven open-ended questions).

Sample

289 Grade 6-9 students (10 to 14 year-olds), from three schools (the third school was a control group):

Some findings

Schools moral atmosphere

The qualitative data gives an idea of how the E&C Program strategies helped people to get concerned about problems that go beyond individuals interests.

Students´ awareness of ethical issues

Students from the two schools (A&B), where the E&C Program was implemented, gave a greater percentage of answers showing ethical awareness than the students from School X (control group). Whereas 46% of the answers given by the students from the Schools A&B to the seven questions demonstrate ethical awareness, only 27% from the students of School X were so rated. Moreover, leading-role students of Schools A&B who became deeply involved and active in the ethics and community projects gave an even greater percentage of answers 63% which were considered ethically aware.

Conclusions

The results suggest that setting up programs like the E&C can be a powerful way to foster democratic and moral education. The finding that the leading-role students were more likely to show ethical awareness reinforces the idea that the E&C Program offers a promising path.

TS-37: 4

Becoming Talented: An on-going choice and commitment of living

Chin-hsieh Lu

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Theoretically, the construct of and education for talent is situated with the concept of individual difference. Individual difference defines the essential relationship for education and for the development of talent. To be talented as a way of self-articulation mean being self and being unique. The purpose of this paper is to present another perspective of talent development based on a multi-case study in the culture of Taiwan. Based on the stories of the cases, the development of talent is a choice and engagement with details of life. Through the development of talent, so is the construction of living. In achieving high expertise or highly talented is a high cost of living, especially family of children with special needs in Taiwan. As the development of the childs talent moves on, so is the living of the family relentlessly necessary. Becoming talented for a child with special needs gradually becomes the main purpose and activity of the family. As the childs talent developed, the relationship among talent, children and parents changed dynamically through the process. Becoming talented is not a way for being self, but a mean for changing self toward the Best. Practically, becoming talented is a matter of living choice and a matter of making commitment for becoming what kind of person through all of the variation via the processes.

WS-09: Positive Psychology and Dynamic Psychotherapy

Time: Friday, 25/Jun/2010: 10:30 - 12:00

WS-09: 1

Positive Psychology and Dynamic Psychotherapy

Richard F. Summers

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This workshop focuses on the integration of positive psychology principles and techniques with psychodynamic psychotherapy through the presentation of Pragmatic Psychodynamic Psychotherapy. This is a psychotherapy model that emphasizes accurate diagnosis, formulation, goal-setting, pragmatic approaches to change, strength-building and positive emotions (1). The model distills from the tradition of psychodynamic psychotherapy those features that have stood the test of time and have greater empirical support, and includes contributions from positive psychology and cognitive-behavioral therapy.

The workshop presentation makes the argument that attention to positive emotion, along with the traditional therapy focus on negative emotion, enhances the effectiveness of psychotherapy. Using didactic presentation, presentation of clinical material and actual patient video clips, the workshop will explore the importance of positive emotion and strength building in dynamic psychotherapy. The video clips will stimulate engagement with the workshop participants.

Psychotherapy is a series of moments of attachment and engagement. The empirical literature speaks of the therapeutic alliance as the most robust predictor of outcome (2) and the bond component of the alliance in particular is built up through moments of contact. Yet, positive emotion is traditionally seen as defensive when expressed by psychotherapy patients, and risky when expressed by therapists because it may misunderstand and boundaries may be crossed. When it comes to positivity, the traditional view seems to be that less is more. This view is questioned because it may cut off the therapeutic lifeblood of positive affect.

The development of personality strengths is a major area of research in positive psychology, and it appears that aging, maturation, and challenging circumstances are usually important ingredients. Discussion of character strengths and their development, in either the therapist or the patient, has been limited in the psychotherapy literature. However, there are new data in this area, for example, the finding that dynamic therapy increases reflective functioning of borderline personality disorder patients (3).

Five specific areas where findings from positive psychology suggest alterations to the theory and practice of dynamic psychotherapy will be discussed and illustrated in the clinical material and videos. These include: enhancement of the

therapeutic alliance, identifying and eliciting positive affect, change strategies and their relation to the patients affective state, combining positive interventions and traditional psychotherapy, and resilience as a criteria for termination.

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(3) Levy KN, Meehan KB, Kelly KM, Reynoso JS, Weber M, Clarkin JF & Kernberg OF. (2006). Change in Attachment Patterns and Reflective Function in a Randomized Control Trial of Transference-Focused Psychotherapy for Borderline Personality Disorder. *J Consult Clin Psych, 74,* 1027-1040.

WS-11: Meaning at Work: Using Meetings in Organizations to Create Meaning for Participants
Time: Friday, 25/Jun/2010: 10:30 - 12:00

WS-11: 1

Meaning at Work: Using Meetings in Organizations to Create Meaning for Participants

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Meaning is one of three aspects that Seligman (2002) takes to define the good life: Pleasure, engagement and meaning. Following his definition of meaning (2002: 263), we may define meaning at work as the experience that in using our signature strenths at work, we serve something larger than ourselves. Specifically, we suggest that this involves four parameters: 1. The use of our personal strengths and potentials, 2. The contribution we make to our place of work, 3. The value that our organization creates in society, and 4. The community and sense of belonging offered by our fellow workers.

In a intervention study of three knowledge-based organizations in Denmark, we explored the presence or absence of meaning in that ubiquitous, yet most unloved of institutions in modern work life: the meeting. Finding participants experience of meaning in meetings to be middling, we trained managers in modern meeting facilitation, which emphasizes the active involvement of meeting participants and the production of value and meaning in meetings. Drawing on inspiration from positive psychology and appreciative inquiry, we emphasized the acknowledgement of successes, the explication of the larger purpose that each agenda item is intended to serve, and an explicitly constructive mode of conversation.

Results show an improvement in meeting performance and, specifically, the experience of meaning derived from meetings. As expressed by one respondent, a middle manager: It is frighteningly easy to improve bad meetings.

Being a meeting itself, this workshop will present ideas and results from the study in a manner that exemplifies meeting facilitation. We will use techniques like Ownership anchoring: How to make your message meaningful to employees, The constructive opening question, Orientations that people pay attention to, Ask your fellow worker: What energizes you? and Small-group action support.

WS-24: Complexity Growth: From Standard Operating Procedures to Positive Organizational Scholarship/Behaviour, an illustrative hospital case in Leadership + other case examples from 5 years of Strengths-Based Leadership & Organizational Development in Denmark
Time: Friday, 25/Jun/2010: 10:30 - 12:00

WS-24: 1

Complexity Growth: from Standard Operating Procedures to Positive Organizational Scholarship/Behaviour, an illustrative hospital case in Leadership + other case examples from 5 years of Strengths-Based Leadership & Organizational Development in Denmark

Claus Lund, Lars Ginnerup
Hvidovre Hospital, Lykkeklinikken; claus.lund@hvh.regionh.dk, lgfacilitation@yahoo.dk

·   What is a Positive Psychological approach in Leadership good for - as perceived by the employees in a strictly scientifically based world?

·   How to conduct a complete turnaround FROM leading by control mania, certifications, standards (SOPs), failure analysis and economics TO accepting a certain chaotic complexity in order to enhance innovation, ratings for educational value, self assessment scores, engagement and sense of responsibility in a group of highly educated academic employees?

- How a deliberate deployment and focus on what was excellent changed a strictly sceptical mindset to a contagious positive behaviour

- How a well-tuned orchestration of both differentiation and integration in and among working plans for the whole organisation led to streamlining of complexity, more career resilience and more positive attitudes and satisfaction among the doctors.

- How interruptions and disorders are appreciated and used as enzymatic starters for new ideas.

- How ambassadors were needed as carriers for an ongoing positive culture securing a continuous process in implementing positive organizational behaviour

- Pitfalls, dangerousness and considerations viewed from the leaders perspective

- A Generic Process Package for enhancing Psychological Capital

- The role of Social Software as virtual platforms for Vicarious Learning

- And introducing a new, broad and deep intervention: Strengths-Based Coaching Letters to each and every coachee: Lessons Learned from 100+ examples

- The possible role of Team coaching, e.g. cyber coaching virtual teams

- ROI

SYM-06: The Eudaimonic Happiness Investigation: Cross-country comparisons of findings on well-being

Time: Friday, 25/Jun/2010: 13:00 - 14:15

SYM-06: 1

The Eudaimonic Happiness Investigation: Cross-country comparisons of findings on well-being

Marie Wissing[1], **Ingrid Brdar**[2], **Antonella Delle Fave**[3], **Teresa Freire**[4], **Dianne Vella-Brodrick**[5]

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Convenor: Marié Wissing

The 7-countryEudaimonic Happiness Investigation (EHI) explored happiness, goals, meaning and satisfaction with life and their association with life domains, using a mixed method approach. This symposium will report in five presentations on found cross-country similarities and differences, and will explore the extent to which these can be interpreted as culture-specific. Data were gathered with the Eudaimonic Happiness Instrument (EHIi), which included open-ended questions on happiness, goals and meaningful things and two 7-point rating scales for measuring the degree of happiness and meaningfulness in 10 life domains. Participants from Italy, Spain, Portugal, Croatia, Germany, Australia and South Africa (N=666; women=350, men=316) completed the EHIi and some other measures. Qualitative responses were coded and categorized, and transformed to quantitative data. The frequency of categories of (qualitative) responses, and the quantitative scores across domains of life were determined and compared across countries. The association of work, leisure and spirituality with happiness, goals and meaning will be explored more fully in this symposium. Some findings were that countries showed similarities in the relevance attributed to work in participants present and future lives, but differed to some extent in the case of leisure. Participants from five European countries experienced significantly less happiness and meaningfulness in spirituality as domain than South Africans and Australians. Family, work and interpersonal relationships are across-countries the most important contexts to provide meaning, and are better predictors of satisfaction with life than spirituality or leisure. Levels of happiness and meaningfulness in most life domains differed significantly across countries, but similarities in patterns emerged in cluster analyses. Main conclusions are that findings provide insight into the role of work, leisure and spirituality in fostering happiness and meaning in participants from western countries, but further investigation is indicated. Etic and emic patterns of happiness and meaningfulness emerged. Findings showed that assumed cultural resemblance and disparities need to be examined. Patterns of happiness and meaningfulness across countries have implications for theories of wellbeing and for the facilitation of wellness.

Presentations:

Marié Wissing: A Cross-country comparison of the experience of meaningfulness

Ingrid Brdar: A Cross-country study of happiness across life domains

Antonella Delle Fave: Work and well-being in western cultures: Cross-country findings.

Teresa Freire: Understanding happiness through leisure: a cross-country study

Dianne Vella-Brodrick: Spirituality and satisfaction with life: A cross-country investigation.

SYM-06: 2

A Cross-country comparison of the experience of Meaningfulness

Marie Wissing

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Background: The Eudaimonic Happiness Investigation (EHI) collected information in 7 countries and aimed to provide information on participants perceptions and experiences of happiness, goals, meaning and satisfaction with life, and how these relate to each other and domains of life. The current study focuses on findings with regard to the experience of meaning and how this is similar or different across countries. The experience of meaning is universal, but the content of meaningful things, how meaning is made, experienced and maintained, may differ in various (cultural) contexts.

Aim: The aim of this study is to compare the experience of meaningfulness and its association with life domains across countries as found in the EHI-project.

Method: A Eudaimonic Happiness Instrument (EHIi) was developed and completed by groups of participants from 7 countries and three continents (N=666). Qualitative responses were coded and categorized, and transformed to quantitative data. The frequency of categories of (qualitative) responses across countries, and the magnitude of meaningfulness in various life domains (quantitative data), are compared across countries. Qualitative and quantitative findings are triangulated in interpretation.

Results: Qualitative findings indicated that family, work and interpersonal relationships are across-countries the most important contexts to provide meaning as shown in rank orders per country, and can thus be seen as etic in manifestation and universal in importance for theories on meaning. Quantitative findings indicated etic and emic patterns of meaningfulness across life domains and show that country (culture) specific understanding of meaning and meaning-making is also important.

Conclusion: General theories on the experience of meaningfulness should include work and love (family, interpersonal relations) as universally important contexts, but create space for context/culture specific valuing of life domains such as standard of living, leisure and spirituality. Variations in patterns of meaningful things have implications for how meaning-making and wellbeing may be optimally facilitated in specific (cultural) contexts.

SYM-06: 3

Happiness across life domains: A cross-country study

Ingrid Brdar

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Domain-specific levels of happiness can provide information about the specific aspects of one's life and explain how people construct their global judgments. Social and economic circumstances can influence the level of happiness in some life domains.

The Eudaimonic Happiness Instrument was administered to 666 participants from seven countries. Participants rated their level of happiness on 7 point scales across 10 life domains. The aim of the study is to investigate cross-country differences in perceived levels of happiness across life domains. More specifically, the study will (1) compare levels of happiness in ten life domains between countries, (2) classify countries according to the patterns of domain happiness, and (3) compare reported levels of happiness across life domains between the groups.

Levels of happiness across countries were similar only in two domains: standard of living and personal growth. Two-step cluster analysis (based on country and domain-specific happiness) resulted in four clusters. The first cluster included Italy, Portugal, and Croatia. Germany and Spain formed the second cluster. The third cluster was composed of Australia and South Africa. The fourth cluster was mixed it comprised a small number of participants from all countries. Domain happiness was compared between first three clusters. Results showed that the groups differed significantly in eight life domains, while happiness in community and society domains was similar.

The study revealed unexpected similarities in domain happiness between some countries. For instance, Germany and Spain are not culturally similar, yet our results show that they share the similar pattern of domain happiness. These results show that assumed resemblance and disparities between cultures need to be examined.

SYM-06: 4

Work and well-being in Western culture: cross-country findings

Antonella Delle Fave

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Background: The quality of work experience and its relationship with life satisfaction and with the resource investment in other life domains was widely investigated. However, the association of work with goal setting and meaning making, which represent basic components of well-being in the eudaimonic perspective, was only partially explored. Cross-cultural studies on this topic are also scarce.

Aims: This cross-country study aimed at investigating the association of work with happiness, goals and meanings. The relationship between job motivation and meaning making was also explored.

Method: Data were collected among 666 participants in Australia, Croatia, Germany, Italy, Portugal, Spain, and South Africa. Participants completed the Eudaimonic Happiness Instrument (EHIi), designed to investigate happiness, goals and meanings in individuals life in general and in the major daily domains.

Results: Across countries, the perception of work a major goal and as a meaningful thing was prominently related to two typologies of motives: the value of work as a source of professional recognition and gratification, and its relevance for individual well-being. Work was perceived as relevant to financial security only prominent in countries characterized by political transition and social instability. Participants who considered work relevant as a goal or a meaningful thing, associated it with intrinsic or psychological motives. However, the perception of work as a meaningful thing and as a major goal were not constantly associated in participants answers.

Conclusions: In line with previous research, results from this study suggest that when work is associated intrinsic rewards and meaning, individuals will pursue competence and well-being through it. However they also suggest the need for further investigation, which should take into account the impact of different job typologies on well-being and meaning making.

SYM-06: 5

Understanding Happiness through Leisure: a cross-country study

Teresa Freire

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Background: Empirical research highlights Leisure as an important source of positive life experiences with significant impact in personal and social development. Its relation with happiness appears as a relevant question in order to understand the way individuals conceptualize happiness in their daily life. The Eudaimonic Happiness Investigation is an appropriate instrument to analyze participants perceptions and experiences of happiness, goals, meanings and satisfaction with life, in relation to leisure life domain.

Aims: The aim of this study is to analyze the role of leisure in the conceptualization of happiness, both in terms of life domains and psychological dimensions, comparing different countries.

Method: Data were collected by means of EHI instrument, with participants from 7 countries (N=666). Using a mixed method approach, both qualitative and quantitative were analyzed. For qualitative answers, data were analyzed in terms of definition of happiness, meaningful things, intense happiness situations, and type of leisure activities. As for quantitative data, participants rates about their level of happiness and meaningfulness on 1-7 point scales across 10 life domains, and levels of satisfaction with life, were analyzed.

Results: Results showed the emergence of similarities and differences across countries, in terms of how leisure is conceptualize in the definition of happiness, goals, intense happiness, and leisure activities. As a main result concerning similarities between countries, leisure appeared as source of intense happiness although it was not relevant in terms of definition of happiness. Differences appeared in the relation between the levels of happiness, meaningful in life and satisfaction with life. A similar result pattern showed that levels of happiness in leisure are more often related to satisfaction with life, than its levels of meaningfulness. Although countries differ in terms of type of leisure activity, a common pattern in terms of leisure practice can be defined that explains some of the cross country findings. Results about what countries show similarities and differences are shown and cultural features are highlighted.

Conclusions: Findings are analyzed in relation to hedonic vs eudaimonic approaches and theories of socialization/social meanings attributed to leisure activities and related individual leisure experiences. Conclusions underline leisure education processes in and between cultures, and individual and social intervention for the promotion of well-being is discussed through the lens of culture aspects.

SYM-06: 6

Spirituality and satisfaction with life: A cross-country investigation

Dianne Anne Vella-Brodrick, Wissing Marié

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Spirituality typically refers to an intrinsic belief in something that is intangible and non-materialistic, such as a higher being or a search for ones true self. The extent to which one is spiritual can be influenced by multiple factors, including culture and country of residence. The Eudaimonic Happiness Instrument was administered to 666 participants from seven nations. This instrument assessed respondents levels of happiness and meaning on 10 life domains. The aim of the current study was to examine whether there were any differences across the countries on the happiness and meaning ratings participants assigned to the spiritual domain. ANOVA results indicated a significant difference across countries between those who reported being happy with their spirituality (above the median) and those who reported being less happy with their spirituality (below the median). Post hoc analyses indicated that participants from South Africa and Australia reported significantly higher levels of happiness with their spirituality than did participants from Italy, Spain, Germany, Croatia and Portugal. A similar finding was obtained for the question asking people to indicate how meaningful spirituality was to them, with South Africa, and to a lesser extent, Australia, displaying significantly higher ratings than the other five countries. Qualitative data on what happiness means for you and a description of intense moments of happiness, indicate that irrespective of country, happiness is not commonly associated with spiritual aspects. Country specific regression analyses support a general finding that a focus on tangible relationships such as with friends and

family, and in some cases achieving a certain standard of living, are better predictors of satisfaction with life than is the more nebulous concept of spirituality.

SYM-15: Positive psychology and public health - breaking the barriers
Time: Friday, 25/Jun/2010: 13:00 - 14:15

SYM-15: 1

Positive psychology and public health - breaking the barriers

Dora Gudmundsdottir

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Public health has been defined as "The science and art of preventing disease, prolonging life and promoting health through the organised efforts of society". Within the field of public health there is a field of health promotion which focuses more on health than diseases. The ideology of mental health promotion is in many ways comparable to the one of positive psychology.

The aim of this symposium is to emphasis the importance of breaking the barriers between different fields with similar goals. The similarities between the ideology of mental health promotion and positive psychology will be highlighted. The focus will be on the development of these fields and reflection will be made on how they can support each other in the future for the benefit of the public. Practical examples will be given. Discussion will focus on who will benefit most from a greater collaboration between the fields and who will benefit from keeping the fields isolated from each other. Questions like, why do we need a field of positive health within positive psychology when the field of health promotion does exist? will be considered.

Dora Gudrun Gudmunsdottir reviews the development of these two fields, with a focus on positive mental health, measurements of mental well-being and gives a practical example of how the science of positive psychology has been combined with mental health promotion at the Public Health Institute of Iceland.

Ragnhild Nes-Bang will give an example of how the Norwegian Institute of Public Health combines positive psychology and public health through research.

Bryndis Bjork Asgeirsdottir presents how positive psychology and public health intervene at the Reykjavik University, school of public health.

Finally Nic Marks of the centre for well-being at the new economics foundation will present "the five ways to well-being", a set of evidenced based personal actions developed for the UK's Government Office of Science and since adopted by the Department of Health as part of their New Horizons programme on promoting public mental health.

SYM-16: Investment in mental capacity - The Dutch case on positive psychology - Part 2: Interventions
Time: Friday, 25/Jun/2010: 13:00 - 14:15

SYM-16: 1

Online promotion of well-being by the enhancement of public mental health - Preliminary results of a randomized controlled trial

Linda Bolier[1], Ernst Bohlmeijer[2], Merel Haverman[1], Heleen Riper[1], Jan Walburg[1]

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Background

In the perspective of the high burden of mental health problems and disorders we developed an internet portal *MentalVitality* containing stepped care psycho-education, online interventions and referral to face-to-face care. In an upcoming national cross-media campaign a positively framed message will be used inviting people to visit this portal. *MentalVitality* and its dissemination is financed by the Ministry of Health in the Netherlands. Part of the portal is PsyFit an online mental fitness program, based on positive psychology principles. PsyFit aims to support a positive mental health in general and strengthens self-management in case of mental problems. The idea is that people can train their mental fitness, in a way analogous to improving a physical condition

Aim

In this presentation we will focus on the study examining the effectiveness of PsyFit in an online Randomized Controlled Trial.

Methods

The study design is a two-armed pragmatic randomised controlled trial: 1) 2-month access to Psyfit (experimental condition), 2) waiting list for 6 months (control condition). Measurements will be made prior to inclusion and randomisation (t0), 2 months after starting the intervention (t1), 6 months after starting the intervention (t2). In each condition 150 participants will be recruited. Outcomes are well-being (WHO-5 and MHC-SF), depressive symptoms (CES-D) and costs (health care uptake and work productivity) for an economic evaluation.

Results and conclusion

At ECPP2010 we will present the first posttest results of the RCT (at this point not available yet). Furthermore, dissemination possibilities of highly accessible and affordable online interventions are explored in the context of public mental health policy.

SYM-16: 2

The development of an online well-being intervention for young adults

Merel Haverman, Brigitte Boon, Debbie van der Linden, Jorne Grolleman, Heleen Riper

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Background. The prevalence of mental health problems in young people is high. Positive mental health is a protective factor against health problems like depression. It is beneficial to invest in positive mental health, especially in young people who can profit from what they learned during the rest of their lives. In this perspective we developed Boost Your Mood (BYM), an online intervention directed at improving well-being by increasing self-management in young adults. BYM is based on principles stemming from positive psychology, cognitive behavioral therapy and mindfulness. BYM is set up to limit drop out risk. Participants are invited to act as much as possible, and read as little as possible. Participants will receive e-mail reminders to invite them to complete exercises. Also, BYM contains exercises that lead to immediate positive emotions, so called quick boosters.

Aim. In this presentation we will show the process of creating this online well-being program for young adults, and show the results of each step within this process.

Methods. Based on evidence based well-being interventions in international literature we determined the content of the intervention. To make sure that the intervention would attract the target group, we started off by creating persona's. This is a marketing strategy to make sure the intervention is useful to people with different characteristics. To address young people in an effective way we included several moments in the development process, in which we exposed our ideas and designs to the target group.

Results and conclusions. The various steps in our development process each had consequences for the content of our online intervention. Exposing the results to young adults as our target group, leads to surprising findings and changes in the intervention itself as well as its creative design. This emphasises the importance of the use of target group research.

SYM-16: 3

Happiness among the Dutch secondary school students: Using the Yesterday's Diary

MAJA TADIC[1], HUUB BRAAM[2], KATJA VAN VLIET[2], RUUT VEENHOVEN[3]

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Traditional measures of happiness mostly rely on global evaluations of life. However, research shows that is a complex cognitive task, often accomplished by consulting heuristics and susceptible to various biases. In contrast, assessments collected in real time or linked to diaries have the advantage of connecting happiness and time-use, as well as decreasing memory bias, achieved by minimizing the amount of time between an experience and the report of that experience. Moreover, within the adolescence happiness framework, another limitation of the measures that reflect cognitive appraisal of life is that many youngsters have not yet developed a clear view on the quality of their life. The purpose of this study is to compare different measurement approaches for assessing adolescents happiness in a secondary school setting. The data was collected in 2009 and 2010, among secondary school pupils in the Netherlands (average age M=13.48, SD=1.16). The pupils used an internet application diary based on the Day Reconstruction Method (Kahneman et al., 2004) in which they systematically reconstructed the previous day, dividing the day into activities in chronological order and rating the mood for each of the listed activities on a one-item graphical scale. They also provided more global happiness reports as well as the background information. This specific application used (Veenhoven, Vermeulen & Hermus 2005) can be obtained at RISBO, a research institute at the Erasmus University Rotterdam. The results show the differences in happiness reports in the function of the method used, and reveal several important implications of those

findings. In conclusion, measures focused on the affective component of happiness, namely, the hedonic level of affect may be a more optimal solution in the context of adolescents happiness research.

Positive psychology and recovery of vulnerable groups; results of the implementation of the strengths model of Rapp for people with psychiatric problems.

Manja van Wezep[1], Annet Nugter[2], Michiel Bähler[2], Katinka Kerssens[2], Harry Michon[1]

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Background

Rapp developed the Strengths model for people with severe mental illness. The Strenghts model is in line with the concepts of positive psychology: a focus on individual strengths and qualities, and empowerment. The Dutch mental health agency GGZ Noord-Holland-Noord applies this model in two assertive community treatment teams.

Aim

Our aim is to gauge the feasibility of implementing Strengths in the Netherlands and to explore initial clients outcomes like quality of life, empowerment and community participation.

Methods

Different types of qualitative and quantitative methods are used. Interviews with clients, supervisors, case managers and senior staff; participant observation at team meetings (i.e. professional supervision); content analysis of individual portfolios containing assessment sheets and an individual story; cohort study using standardised questionnaires (e.g. MANSA and newly developed scales for empowerment and community participation) and fidelity measures. Both individual and fidelity data are assessed twice, with baseline in spring 2009 and follow-up in the spring of 2010. Qualitative methods are applied at three points.

Results and conclusions

In total 88 clients were recruited during spring 2009. The experiences of the clients so far are positive. They say it is more fun to talk about strengths and possibilities than problems, there is more depth in the conversations and the clients learn more about themselves. At ECPP2010 we will present the follow-up data of the clients, the fidelity data and the experiences of working with the strengths model after one year.

TS-02: Spirituality - Transcendence

Time: Friday, 25/Jun/2010: 13:00 - 14:15

Induction of Positive Emotions Lead to Spirituality through Changes in Basic Beliefs: An Experimental Study

Patty Van Cappellen[1], Vassilis Saroglou[2]

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According to Fredrickson's (1998) broaden-and-build theory, positive emotions broaden people's attention and thinking and set people to trajectories of growth that will build consequential personal resources. Religiousness or spirituality (R/S) could be that kind of resource. Consequently, positive emotions could have an increasing effect on R/S. Indeed, initial research has shown that the induction of positive emotions, in particular self-transcendent ones such as awe/wonder lead to higher R/S (Saroglou, Buxant, and Tilquin, 2008).

In the present study, we aimed to consolidate those findings with other positive emotions and, more importantly, go further by exploring the mechanisms underlying those effects. To do so, we also assess the effects of positive emotions on basic beliefs (Janoff-Bulman, 1992) and their mediational role on the positive emotions-spirituality link. Participants (n = 97) were randomly assigned in four conditions, each intending to elicit a specific emotion (through a video clip): 1) elevation, 2) admiration, 3) amusement, and 4) neutral. The first two videos elicited then self-transcendent positive emotions, the third one a non-self-transcendent positive emotion. After watching the video, participants filled in measures of spirituality (Piedmont, 1999), religiousness, and basic beliefs (on people and the world, self-worth, cognitive changes in basic beliefs; Corsini & Rimé, in preparation).

Results showed that induction of admiration or elevation led to higher spirituality compared to the amusement and neutral conditions. The same effect was found for religiousness following elevation compared to amusement. Self-transcendent positive emotions, compared to amusement and neutral conditions, led to changes in the way participants see the world or the people (more benevolent, more meaningful) but not the self. Finally, as hypothesized, those changes mediated the positive emotions-spirituality link.

Distinctiveness between positive emotions and their role in shaping basic secular beliefs and spiritual orientation will be discussed.

Integral positivity: acceptance of negativity and transformation to positivity from the aspect of transcendence

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Background: Traditional models of psychology including positive psychology are mostly self dominant and based on the strength to control something. Even the concept of transcendence tends to be reduced into an existential strength such as having meaning and purpose of life. In the theory of character strengths transcendence is considered to be appreciation of beauty, gratitude, hope, humor and spirituality with which an individual can strive and flourish his life successfully. However transcendence has a higher level beyond character strengths. On such level of transcendence, surrender which is not a strength but considered to be rather a weakness arises. Constructing an integral model including this paradoxical and reversible positivity, which realizes from the aspect of transcendence, is thought to broaden the horizon of happiness study. Purposes: The purposes of this study are to describe the paradoxical and reversible positivity from the aspect of transcendence, and to present a process model of integral positivity through the authors college class practice. The model adds surrender as it is to the emotional, social, and the psychological strengths and bridges acceptance and transformation of the individual character. Methods: First, the author tried to place the reversible positivity with the existing models of positive psychology such as well-being and flourishment. Second, she described the traits of this new concept of positivity using the self-transcendence theory by V. Frankl and Maslow. Third, an assessment scale based on the integral positivity model was developed, and factor analyzed. Fourth, an intervention program in a college psychology class was conducted with the intention for the students to acquire integral positivity, in other words the strength to control and surrender as it is. The program integrates techniques such as acceptance and commitment therapy, cognitive behavioral therapy, image work, body work and group activities. This integral approach emphasizes both acceptance of negativity and transformation to positivity from the aspect of transcendence. Fifth, I presented a process model of integral positivity which includes mechanism and dynamics of positivity with the aspect of transcendence based both on the analysis of the scale and the observation of the practice. Conclusion: An integral positivity model which includes both surrender and control from the aspect of higher transcendence was advocated. The model helps to expand the perspective of positivity.

The benefits of a transcendental perspective: Spirituality and well-being in Hungarian helping professionals

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Spiritual transcendence is the human capacity to find a broader sense of the meaning and purpose of life, pointing beyond the self as well as beyond the immediate experience of time and space (Piedmont, 1999). According to Piedmonts theory, Spiritual transcendence has three components: *Prayer Fulfillment* (personal experience of the self in prayer/meditation as part of a transcendental reality), *Universality* (belief in the broader unity and purpose of life) and *Connectedness* (to feel connected to a larger human reality that reaches over generations and groups). Previous research showed that the transcendence of the self is associated with better psychological functioning.

The three components model of spirituality was used in a sample of Hungarian helping and non-helping professionals (total N = 560). Helping professionals included psychotherapists, religious professionals and various other helping professionals (e.g. teachers, social workers). Well-being and positive functioning was measured as purpose in life (PIL) and satisfaction with life (SWLS) as well as low depression (short BDI) and burnout (MBI).

In a series of hierarchical linear regression analyses well-being measures were regressed on sociodemographic background variables (gender, age and profession), components of spirituality and the five basic personality traits (NEO-PI-R). Universality was found to be an independent positive predictor for well-being and positive functioning. This association was held in the case of purpose in life and low depression even after controlling for personality traits. For purpose in life and satisfaction with life, professional group membership was an independent source of explained variance. Psychotherapists and religious professionals scored higher on SWLS and religious professionals scored higher on PIL as well. These associations may be partly mediated by Universality.

Results indicate that spirituality may have an independent role in the positive functioning of both helping and non helping professionals. Universality, that is the broadening, self-transcending aspect of spirituality may be especially important in maintaining and improving the well-being of helping professionals.

TS-07: 1

Positive psychology and support for problems: competing or converging paradigms?

Theresa Fleming, Karolina Stasiak

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We developed a computerised cognitive behavioural therapy (CBT) programme for the treatment of mild to moderate depression among adolescents. The programme - 'Sparx' utilises an immersive fantasy hero-quest style game, a guide or mentor and reflective learning. Mindfulness, hopefulness and strengths identification are included alongside traditional CBT skills. Sparx is being tested in high schools, Alternative Education schools & intensive youth work programmes, youth health services and General Practice settings in New Zealand.

In some research sites providers have not wished to identify individuals who are depressed but instead to offer Sparx to all young people in their programme. After consultation with young people and providers this was instituted in Alternative Education schools (these are small schools for young people who have been excluded from mainstream high schools but are under the NZ school leaving age of 16 years).

This Alternative Education trial is continuing; early findings will be reported.

Simultaneous to developing the programme the authors have been approached by Alternative Education and mainstream schools who wish to offer universal positive psychology programmes for young people and seamless intervention for those who need more targeted help. Rather than separate programmes, young people and providers have requested the researchers consider ways that these can be integrated. Existing technology would allow the development of such programmes. Such programmes could be offered universally to all students, but not uniformly (tailoring a selection of modules for each individual based on preferences and questionnaire responses).

Further, the research team proposes that skills that can be taught in a computerised programme for young people for dealing with mild to moderate depression have a high level of convergence with skills that can be taught to enhance happiness and wellbeing with teenagers.

In this workshop we propose to consider:

1) the findings from the Alternative Education trial,

2) the expressed wishes of young people and schools for universal programmes that offer both 'treatment' and 'development',

3) the parallels and tensions in positive psychology interventions and evidence based support for emotional distress

to invite a conversation with the audience regarding opportunities and problems looking to a synthesis of positive psychology and dealing with depression skills for teenagers.

TS-07: 2

The interaction of posttraumatic growth with posttraumatic stress symptoms in predicting mental health among Coronary Heart Disease patients

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Following the documentation of posttraumatic stress symptoms (PTSS) in diverse stressful conditions it became apparent that people also experience positive psychological changes as a result of coping with trauma. This experience has been referred to in literature as posttraumatic growth (PTG) and was also reported following life-threatening illness. Little is known about PTG among heart disease patients. The present study focused on PTG among patients after myocardial infarction (MI) and coronary artery bypass graft (CABG). It aimed to estimate PTSS and PTG among heart disease survivors and examine whether PTG moderates the association between PTSS and mental health. Data was obtained from a sample of 82 MI and CABG survivors (46-82 years old) recruited from the cardiac rehabilitation unit at the Tel-Aviv Sourasky Medical Center. Mental status was assessed by the Posttraumatic Growth Inventory(PTGI), PTSD Inventory, the Mental Health Inventory (MHI) and the Health Related Quality of Life Short Form(SF-12). Medical records and interviews were used to collect medical and sociodemographic data. 17% of the subjects suffered significantly from PTSS, PTG was reported by most of the subjects (91%). PTSS were positively associated with PTG (r=.43, p<.001), distress (r=.62, p<.001) and negatively associated with well-being (r=-.45, p<.001) and with mental health related quality of life (r=-.73, p<.001). While adjusting for age and education level, PTG moderated the association between PTSS and mental health (well-being and distress, p<.05, p<.001 correspondingly). That is, posttraumatic growth weakened the relationship of posttraumatic stress symptoms to mental health. To the best of our knowledge this is the first study to report the moderating role of PTG in the relationship between PTSS and mental health among heart disease survivors. The novelty of this finding and the potential protective value of posttraumatic growth will be discussed in light of current literature.

Social support, burnout and general health of nurses. Contrast of a direct and buffer effect model

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The main aim of this investigation is to determine whether social support has a direct impact on general health or a buffer effect, reducing the negative consequences of burnout on nurses in private hospitals in Namibia. A cross-sectional research design was used. The sample of the study was composed *of* N=191 nurses in private hospitals. The Social Support Questionnaire (House, 1981), the Maslach Burnout Inventory(MBI), (Maslach & Jackson, 1981), and the General Health Questionnaire (GHQ), (Goldberg & Hillier, 1979) was used. Pearson-moment correlation coefficient indicated statistical and practical relationships between exhaustion (sub-scale of burnout inventory) and anxiety/insomnia, and social dysfuntion/severe depression. Social support from supervisors/colleaques showed a significant effect on nurses social dysfuntion/depression. Concerning the moderating effect model, significant interaction effects were verified between soical support from supervisors/colleaques and exhaustion. The results in the present study point out the relevance of interventions focused on social support and burnout coping strategies for nurses in private hospitals.

Positive Health Impact Of Bad News ; A Group Study at Tagad District

terdsak detkong, radtada kornprasi

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Background; DM. is a chronic disease that lead to problems and complications. There are people with minimal abnormal FPG. that will suffer from DM in long run. But If they change some health behavior they will be healthy and not get DM too soon. Health behavior camp is a way to improve health behavior and This is a part of Study on a Diabetic Camp at Tagad District.

Aim; to find out the reason of having better FPG in pre-DM participants

Method; People who classified as Risk group who have minimal abnormal Fasting Plasma Glucose were divide into experiment group that will join the health behavior camp and control group . The 25 participants in control group was tested FPG as the 44 participant in experiment group that were take 2 months before camp begin , the day camp begin and after camp. The data were analyzed with SPSS program using T-test. Then the focus groups was design to explain the finding.

Result; There was surprising data. The control group has improve health behavior, Even they did not participate in Diabetic camp, there were 18 of 25 participants that change health behavior until we found that they have normal FPG. This improvement is even better than in experiment group which only 13 of 44 participants change there FPG to normal range. This different is statistically significant [t<0.05].

Qualitative data from the focus groups show that motivation is the key factor of behavioral change.

Conclusion;   It seem to be that bad news[they have abnormal blood sugar and should join the Diabetic camp but still no seat for them] can motivate behavioral change if introduce with some techniques, called Brief Advice.

TS-17: Happiness 1

Time: Friday, 25/Jun/2010: 13:00 - 14:15

Happiness judgments. The combined effect of recall and focus on positive/negative information

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Try asking people to remember and judge their lives. Some will report more positive events. Others will perhaps describe more negative events. These differences might depend on the prevalence of positive over negative facts in their lives, but also on different tendencies to focus on positive or negative information. This cognitive tendency of focus correlates with a wide range of personality and affective variables, and affects well-being, psychological health and happiness perception (Noguchi, Gohm, Dalsky, 2006).

The present research extends previous findings by considering the role of recall and introducing two kinds of person-perception tasks. The main hypothesis is that focus on positive/negative information affects recall, which in turn affects happiness perception of the character of a story.

Two experiments were carried out: the first involved a story containing mainly negative events, the second used a different story with mainly positive events. Participants were required to complete the focus on positive/negative

information inventory, listen to the story, recall it, and finally express their happiness judgments of the character by placing a cross on a line ranging from very unhappy to very happy, and choosing the preferred ending of the story from four alternatives (two positive and two negative).

Results confirmed that recall of the story affects happiness judgments of the storys characters and that for the positive story alone recall is affected by tendency to focus on negative information. A positive conclusion was chosen no matter the content of the story or the participants positive/negative focus. Theoretical and practical implications are discussed.

Funding Happiness: A study of the arguments against the funding of life enhancement

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The practise of positive psychology can be divided, *inter alia*, into facilitation of psychological strengths as a form of remedial treatment, and a practise that might be referred to as life enhancement. We argue that public funding bodies should not support the latter. Drawing upon recent literature in bioethics, we establish an analogy between *human enhancement*, involving the use of technologies to improve the normal human body, and *life enhancement* (commonly associated with life coaching), involving the use of certain psychological technologies to improve the normal human mind. We argue that, just as there is reason to favour the funding of therapeutic technologies to the exclusion of enhancement technologies, so too is there reason to favour the funding of therapeutic psychology over life enhancement.

To support this claim we establish both a moral and pragmatic argument. The moral argument draws upon the notion of distributive justice. Put simply, given limited public resources, communal funding bodies should not help people above a certain level of psychological functioning if it is at the expense of people below this level. The pragmatic argument draws upon the law of diminishing returns. That is, there is evidence to suggest that the same amount of funds would make less of a positive impact upon people above a certain level of functioning, than it would upon those below.

We also consider a possible objection regarding resilience. This objection draws upon the adage that prevention is better than cure; noting that life enhancement may help guard people above a certain standard from later falling below it. Although this objection has some appeal, it fails under *ceteris-paribus* conditions. We conclude that practitioners of positive psychology should not appeal to resilience and life enhancement when seeking money from public bodies, but focus instead upon the provision of remedial assistance.

Happiness as a relational issue in organizations: tracking speech acts, episodes and identities as part of a culture in a bottom-up intervention in a call centre of a major Portuguese organization

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The psychological significance and centrality of work in our lives cannot be overestimated. Data shows the impact it has on the level of preoccupation, satisfaction and meaning we attribute to life, in such a way that it can sometimes define who we are.

The insecurity that embodies labor markets today, in particular in low-paying jobs as the ones in call centers, sometimes creates conditions for supremacy of negative emotions, and suspicious and superficial relationships with co-workers and superiors. The associated tendency for low expectations and a lack of appreciation, both from clients and administrators, diminishes the investment of values and virtues from workers, and stimulates underachievement. Identity is rotten due to lack of recognition and collective goals. This is the contrary of what we would like to happen.

One solution to this dilemma is to accept the challenge and create organizational conditions to implement the values that promote positive episodes, appreciative speech acts, and common social good and, as a consequence, foster positive human relations, vital for subjective well-being. That way, we provide a needed convergence between executive objectives and employees well-being.

This presentation describes a six month intervention to enhance happiness with a group of 24 workers from a call centre, aged 18-34 years old, both genres, during which there was a downsizing of the team, the change of the team leader and an organizational intervention from the administration that was detrimental to the quality of the group relationships. We will detail the processes involved, where traditional positive interventions for happiness were intertwined with gift-giving and strategies to promote a communicational and relational context aimed at sharing of meaning. We will use the Coordinated Management of Meaning as a structural model to conceptualize happiness interventions in challenging organizations, not as an individual approach, but as a relational and communicational one. We recommend that we work around speech acts, episodes, identity, relations and culture, and will discuss results of the intervention, and positive changes obtained, under this conceptual umbrella.

Happiness doesn't have to cost the earth

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Composite indicators are inherently complex and often raise more questions in the mind of the public than they answer. The Happy Planet Index (HPI) was designed to be a relatively simple index that nonetheless holds complexity by explicitly addressing the tension between the desire for high quality of life now whilst not undermining future quality of life. The HPI assesses how well nations are faring by comparing their ultimate outcomes (the delivery of happy and long lives for their citizens) with their fundamental inputs (how much of the planets finite resources they use).

The objective of the index is to highlight how ecologically inefficient nations are at delivering human well-being. It uses publicly available data on life satisfaction, longevity and ecological footprint to create what former World Bank environmental economist Herman Daly called the ultimate efficiency index.

The HPI was first launched in July 2006 and received widespread global media coverage. An updated HPI with a slightly revised methodology was re-launched in July 2009, with Costa Rica receiving much attention as top of not only the index but also as the Happiest Nation on the planet according to recent Gallup data from their World Poll.

The findings suggest that as we globally struggle to organize international affairs to tackle poverty and protect the environment we have been using the wrong road map and are unlikely to reach a desirable destination unless we change our direction. It is the proposition of this presentation that the creation of these new road maps, such as the Happy Planet Index, that think tanks and other NGOs can help nudge official statistical agencies in the direction of a more sustainable and happier future.

nef is an independent think-and-do tank that inspires and demonstrates real economic well-being. The centre for well-being aims to promote the concept of well-being as a legitimate and useful aim of policy and to provide people with the understanding and tools to redefine wealth in terms of well-being.

TS-35: Leadership 2

Time: Friday, 25/Jun/2010: 13:00 - 14:15

The importance of psychological well-being in organisational settings: Moving beyond the pleasure principle

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In contrast to the emphasis on affective states as components of Subjective Well-Being (SWB), the Psychological Well-Being (PWB) approach considers the role of personal resources, such as mastery and efficacy beliefs, a sense of autonomy, positive relatedness with others, and self acceptance. This study of 679 high-school teachers was based on the Organisational Health Research Framework and compared the contribution of PWB, personality and organisational climate to the prediction of SWB and organisational well-being. PWB was identified as a significant predictor of SWB even after controlling for demographic characteristics, organisational climate and personality variables with 46% of the variance in positive affect and 47% of the variance in negative affect explained. In addition, PWB contributed uniquely to the prediction of school morale and school distress with the overall set of predictors accounting for 69% of the variance in school morale and 66% of the variance in school distress. Individual interventions which promote PWB components would appear to be a most important avenue by which to improve employee SWB, while organisational interventions that focus on improving the organisational climate should have greater impact on organisational well-being.

HOW AFFECTIVE WELL-BEING AT WORK MEDIATES THE RELATIONSHIP BETWEEN AUTHENTIC LEADERSHIP AND EMPLOYEES' CREATIVITY

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The study seeks to show how affective well-being at work mediates the relationship between authentic leadership and employees creativity. A convenience sample of 306 employees was collected. Employees reported the authentic leadership of their supervisors. Supervisors reported the creativity of their employees. The findings show that authentic leadership predicts employees creativity both directly and through the mediating role of affective well-being. The empirical evidence supports theoretical arguments suggesting that authentic leadership influences employees positive emotions and performance.

TS-35: 3

Organisational leadership, personal coping and effective solutions to workplace bullying

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Aim. Workplace bullying remains a significant problem in many organisations worldwide, with significant negative impact on the wellbeing of individuals, organisations and communities. Interventions tend to be reactive, addressing individual perpetrators and targets rather than the structural or systemic factors that facilitate bullying. Individual coping responses which directly address the problem, such as counter-attacks or reporting, tend to escalate problems while approaches such a humour or avoidance may help avoid escalation. Effective solutions are most likely to be those that involve organisational factors such as leadership, effective management of organisational change, design of work environments and workplace cultures.

Method. An organisation-wide survey was completed in New Zealand by 1728 employees from four sectors: healthcare (42%), education (27%), hospitality (8%) and travel (19%). The age range of respondents was 16 to 71 years, with a mean of 43 years. Most respondents were women (79%), which reflects the four industries investigated. To identify respondents who had been bullied the criterion of experiencing at least two negative acts at least weekly during the last 6 months was used.

Findings. Based on this criterion, 17.8% (n=308) of the sample had been consistently bullied in the last 6 months. The negative acts that were most frequently identified were: someone withholding information that affects your performance; being ordered to work below your level of competence and being exposed to an unmanageable workload. Bullying was also measured by direct self-report. Percentages were much lower for this question, with only 3.9% reporting that they considered themselves to have been bullied either several times per week or almost daily. Respondents were also asked about witnessing bullying, and 7.7% self-reported that they had witnessed bullying behaviours by others in their workplace either several times per week or almost daily. There were no differences between targets and non-targets in their use of problem-focused coping to deal with bullying but targets were more likely to use resigned and selective coping. More constructive and less laissez-faire leadership was associated with less bullying, as were more supportive colleagues and supervisors. The most effective strategies for dealing with bullying were encouraging open and respectful communication between people, encouraging appropriate ways for people to interact with their work colleagues, developing a workplace bullying policy, developing a clear procedure for handling complaints about bullying and efforts to identify and resolve conflict quickly and fairly. Many respondents did not know or had no opinion about the effectiveness of organisational responses suggesting that many were unaware of how their organisations deal with bullying.

Implications. These findings point to the important role of effective leadership and appropriate organisational strategies in the management of bullying. Respondents noted that they would welcome best practice guidelines for the management of workplace bullying.

TS-35: 4

Facilitation: A tool for positive organizing

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Positive psychology includes a concern for positive institutions, since such institutions or organizations are obviously required for the better realization of peoples strengths and virtues. The questions then arise as to how we may, first, conceptualize positive institutions and, second, help bring them about.

Dale Hunter (2009: *The Art of Facilitation*) identifies two kinds of social order, autocracy and democracy. Both seem inappropriate to modern society and the knowledge-based organization, especially in Northern Europe, where leaders tend to shun the image of the autocrat, yet wish to avoid long-winded discussion about the smallest issues. To transcend the dichotomy of these two forms, Hunter proposes the cooperacy, a form of social order in which people cooperate rather than receive orders or take votes after extensive debate. We take cooperacy to be a potentially important contribution to more positive institutions.

How do we promote cooperacy? Facilitation is one way. A facilitator helps a group work together towards its goal by focusing her attention on the *form* of the groups deliberations, rather than the content. She uses processes of recognition, appreciation and active listening, identifies resources and strengths in the group, and helps participants find a shared purpose and personalize it to make it uniquely meaningful to each.

Drawing on data from three research-and-development projects involving thirteen companies and public institutions, we show how facilitation has been used as a tool for positive organizing that helps middle managers run project and staff meetings as budding cooperacies. We briefly present techniques that were used to involve everyone present at meetings, yet take the shortest time, as well as techniques that help participants identify and use each others strengths for the good of the organization.

As an alternatives to both top-down control and endless discussions, facilitation may be an important tool to be used by managers, consultants and change agents seeking to foster positive institutions.

TS-38: Positive Psychology in Education - Secondary

Time: Friday, 25/Jun/2010: 13:00 - 14:15

TS-38: 1

On the Positive Psychology of Pride

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Positive psychology has greatly increased the attention devoted to positive as contrasted with negative emotion, and to the nature and dynamics of both the positive emotions in general and specific positive emotions. One emotion that has been comparatively neglected thus far by the field of positive psychology is pride. In part, this may be because unlike love and compassion, joy and interest, gratitude and elevation, pride is ambi-valent. It connotes lack of humility, an orientation toward the regard of others, and invidious social comparison. Yet it also connotes aspiration, effort, achievement, and legitimate self-regard, accompanying good work throughout life. Conceptions of the development of pride, and the role of pride in development, are correspondingly ambi-valent. Badly needed at this stage is a conception of pride informed by positive-psychological theory and research, and basic knowledge about the emotion as it is experienced in real-life settings. Given the importance and complexity of the phenomenon and the relative lack of attention to it in positive psychology, the proposed presentation has two aims: (1) to provide a conceptual analysis of pride in the context of existing work on the topic, keeping in view its negative and positive aspects, and (2) to describe the phenomenology of pride in daily life during adolescence, a period in the life course when the experience of pride is salient developmentally. That is, to what extent do adolescents feel proud (vs. ashamed) in normal life situations? What activities and social contexts make them feel most proud? To what extent does the experience of pride vary by grade level, gender, ethnicity, and social class? How do state and trait pride relate to optimal functioning during adolescence? The data analyzed come from a longitudinal study of adolescent development which employed the Experience Sampling Method and administered an abridged version of the US Department of Labors National Longitudinal Survey of Youth questionnaire. The presentation focuses on data from Time 1, when participants were in the 6th, 8th, 10th, and 12th grades. Experience sampling reports were completed for one week by 835 students attending middle and high schools in 12 geographically distributed school districts in the US. Each report of momentary experience (n=27,661) included ratings of pride (vs. shame) as well as other subjective states, thoughts and activities, and contextual variables. Analyses show that the experience of pride varies in this population depending on what individuals are doing and who they are with. Unlike many other aspects of subjective experience in adolescence, intense pride is reported in both academic activities and when socializing with peers. Despite situation effects, group and individual differences are substantial. In particular, grade level, ethnicity, and social class all are associated with significant differences in the experience of pride. Implications for the conceptualization of pride and its dynamics in adolescence are discussed. It is concluded that study of the emotion of pride is promising for the understanding of adolescent experience and development, and for a differentiated positive psychology of the emotions.

TS-38: 2

Exploring mental well-being in teenagers v adults: fundamentally different or psychometrically sound?

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Background

Assessing mental wellbeing (positive mental health) in addition to mental health problems is vital in developing indicators of overall mental health. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was found to be user-friendly and psychometrically sound as a measure of mental wellbeing in UK adults (16+). Our aim was to establish the validity, reliability and acceptability of the WEMWBS in UK students in two school year groups aged 13-14 and 15-16. In the process of conducting qualitative and quantitative analysis, diverging conclusions prompted a wider discussion of the nature of teenage mental wellbeing and how it can best be measured.

Methods

We designed, piloted and administered a survey to teenagers in six schools, incorporating socio-demographic details, a measure of physical health, the WEMWBS and comparator scales of mental wellbeing and mental health problems. Analysis established how WEMWBS performed in comparison to other measures of mental health when adjusted for relevant variables. We investigated the psychometric properties of the scale including internal consistency of WEMWBS using Cronbachs alpha, confirmatory factor analysis, and test-retest analysis.

We undertook 12 single-sex focus groups (3 boys and 3 girls groups in each city) selected from both age groups. We designed and piloted a schedule that covered acceptability and comprehensibility of WEMWBS.

Results

Our response rate was 80.8% with 1,650 completed questionnaires and 80 focus group participants. The scale showed an appropriate range of values, with no ceiling or floor effects and strong internal consistency (Cronbachs alpha 0.87). Both convergent and discriminant measures of construct validity gave values as predicted, e.g. with significant positive correlations between WEMWBS and other measures of mental wellbeing. Confirmatory factor analysis demonstrated WEMWBS contains one strong underlying factor. A lower than expected test-retest correlation (0.66) might reflect individual fluctuation in mental wellbeing. There were no strong associations between WEMWBS and either age or gender. Most of the focus group participants felt the scale was of a suitable length and the response categories were understandable. Upon closer inspection however, several focus groups found some individual words or terms difficult to understand or open to misinterpretation, and some items as a whole were considered vague or unclear.

Conclusions

WEMWBS performed very well psychometrically and we found it suitable for use at a population level. However, the qualitative analysis revealed a different interpretation of the overall findings. Items reflecting eudaimonic wellbeing appeared to present more problems relating to interpretation than the more hedonic items. Individual variations in test-retest scores potentially reflect greater fluctuation in levels of wellbeing than expected based on the adult WEMWBS. To our knowledge alternative scales of mental wellbeing have not been subject to rigorous qualitative scrutiny in this way and our divergent findings raise issues in relation to scale development. These issues are especially pertinent in using measures to evaluate small-scale interventions or in monitoring wellbeing over time at the individual level. For the latter purposes there is a need to undertake further work that is more sensitive to stages of development and the nature of eudaimonic wellbeing in teenagers.

Growing tall—Image and operation of a teacher's practical knowledge of classroom assessment

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This study investigated a junior high school teachers practical knowledge on classroom assessment in the subject area of Language Art--Chinese, particularly aiming on her rationale and strategies behind practice. Case study approach was adopted. Data were collected through classroom observations, interviews, and documents during one-year fieldwork. The image of growing tall on ability was concluded as a theme that assessment was structured on. Three dimensions were found to compose the image.

1. Assessment served as main meals to help increase students height. Assessment was part of instruction, as a source of energy, to improve learning. Textbooks and worksheets were the main dishes and side dishes. 2. Assessment served as seasonings to stimulate appetite. The purpose was to motivate students interest of learning. In assessment activities, learning process and participation were emphasized than results. 3. Assessment served as a scale to measure students height. Assessment was utilized to diagnose and monitor learning results. Objective tests were administered.

The case teacher balanced out the three dimensions of classroom assessment: to improve learning, to motivate interests, and to monitor learning results, with the goal to guide students growing tall on ability. This image led the case teachers practice. Her practical knowledge of classroom assessment was framed around the theme.

Validity and reliability of the Gratitude Questionnaire -6 (GQ-6, Emmons, McCullough & Tsang,2002) in a sample of high school students in Iran

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The aim of this study was to investigation of the validity and reliability of the Gratitude Questionnaire -6 (GQ-6, Emmons, McCullough & Tsang,2002) in a sample of high school students in Iran. To pursue this aim, above questionnaire was administered on 200 high school students (100 girls and 100 boys).

The validity of the questionnaire were evaluated with content validity, item analysis (item total correlations), convergent validity and factor analysis. Item analysis indicated that the item total correlations were between 0/78- 0/94. Convergent validity of the questionnaire as measured by THS (Snyder et al,1991) and LOT (Scheier & Carver,1985) were 0/56 and 0/46 (p=0/01) respectively. Factor analysis yielded one general factor. The reliability of the questionnaire, studied through: test retest, Cronbachs Alpha , and split half reliability . the Test retest , internal consistency, and split half coefficient was 0/80, 0/84 (p=0/01), and 0/91 respectively. Moreover, the girls superiority in gratitude was demonstrated. Taken together, the result of this study indicated that the GQ-6 possesses good psychometric qualities for use in Iran.

TS-45: Engagement and Curiosity 2

Time: Friday, 25/Jun/2010: 13:00 - 14:15

TS-45: 1

Focus on "development" improves employee engagement

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Today, most of the companies face the challenge of achieving sustainable profitable growth. Gallups studies suggest that the focus given to development rather than only results can increase employee engagement and thus profitability and growth. This presentation aims to provide an example of an application of the focus given to development to increase employee engagement.Avon Cosmetics, operating in Turkey, focused on improving its managers skills in working on their subordinates competency development. Avon trained its **33** managers in competency development and coached them in small groups on their feedback skills. The impact of the intervention was assessed through interviews with subordinates, the review of the performance appraisal system, the employee engagement surveys and the observations of the external consultant who worked on the managers skills.The results showed that the subordinates shared a more positive view of their managers ability in dealing with their development compared to last year. The performance appraisal forms filled out after the intervention indicated an increased quality in the development sections of the forms. 82 % of the managers stated that they thought they improved in their management style and in their relations with their subordinates. The 2008 engagement data showed that there was an increase in the impact of the immediate manager. The consultant reported improvement in the feedback skills of the managers. The focus on managers skills to develop their subordinates, enabled them to become competent in leading the development discussions. These discussions enabled the subordinates to receive timely and helpful feedback as well as a clear and customised development plan for their future. This case shows that a simple positive intervention can lead to a meaningful increase in engagement and sustained performance in a year of severe economic crisis.

TS-45: 2

How to stimulate enterprising behavior among student in the higher educations - A case study of 4 excellent entrepreneurial programs in England, USA and Denmark.

Anne Kirketerp

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In most countries it is a common believes that entrepreneurs and their creativity and innovations is one of the key factors in a country's development and prosperity. The assumption is that everyone benefits from being enterprising and transforming their knowledge into changing actions, that make both themselves and organization thrive and prosper.

People who se beyond boundaries and creates and sees opportunities and acts on them. These people are enterprising in their behavior.

But how can educations stimulate enterprising behaviors among students? If you should teach enterprising behaviors what would you do? This study points out some answers to this question.

This research is a case study of 4 excellent programs/institutions that all have proven to raise the students enterprising behaviors measured in the number of business and other entrepreneurial activities the students take part of after the graduation. By making observations studies, of the teaching in these courses during a 3 years period it has become clearer, what the essence of rising enterprising behaviors is about. Along with this empirical study a theoretical framework for understanding enterprising behaviors has taken form.

The theoretical framework includes a model combining psychological-, learning- and entrepreneurship theory (Bandura, 1997,Gibb, 2002, Sarasvathy, 2008), and it takes a starting point in a literature review on the subject entrepreneurship education and enterprising behavior. One of the findings is a gap between the expressed and needed personal skills (enterprising behavior, self-efficacy, creativity ao.) and the didactic ability to teach this to the students deliberately.

This research study points out some of the factors in stimulating enterprising behaviors and the main factors found is, that demanding action on opportunities are the very core of stimulation and rising enterprising behaviors. This may sound very simple and it is! The hard thing is to go from what I would do IF I should do to doing. Very few programs cross the line of IF I should do to doing and thereby an internalized higher self-efficacy witch - over time raises the enterprising behaviors in the individual.

The research study helps to identify the specific didactics that promotes enterprising behaviors. This method is called the push-method. The push method is identified through the observation of entrepreneurship courses, but the perspective of the method is that it will be usable in other disciplines that want to promote enterprising behavior and possibly also in relation to management and the requirement of enterprising employees.

TS-45: 3

Life goals, positive experiences at faculty and well-being

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Several lines of research (Kasser & Ryan, 1993, 1996, 2001) have shown that investment in, or success at, so-called intrinsic goals is associated with enhanced well-being. On the other hand, investment in and/or success at extrinsic goals do not enhance, and often detracts from, well-being. It is possible that placing importance on intrinsic goals leads to more positive experiences which in turn contribute to higher well-being.

Three questionnaires, Aspiration Index (Kasser & Ryan, 1996), The Satisfaction With Life Scale (Diener, 1985) and The Short Depression-Happiness Scale (Joseph, Linley & Hartwood, 2004) were administered to students from Faculty of Teacher Education (120 females and 9 males) and Faculty of Kinesiology (59 females and 67 males) in Zagreb. The students also filled open-ended questionnaire dealing with their positive and negative experiences at the faculty.

Results from path analysis revealed that intrinsic goals were directly positively related to both happiness and life satisfaction. In addition to that, it was found that number of positive experiences at the faculty mediated the relationship between intrinsic goals and happiness for students at Faculty of Teacher Education but not for students at the Faculty of Kinesiology. As predicted intrinsic life goals were related to more positive experiences at Faculty of Teacher Education than negative ones, which in turn contributed to higher level of students happiness. Extrinsic goals were not related neither to positive nor negative experiences nor to well-being.

Possible explanation of these results is that Faculty of Teacher education functions in a way that provide more opportunities to satisfy intrinsic goals resulting in more positive experiences. These results point to the possibility of positive experiences as mediating variable between intrinsic life aspirations and happiness in environments that stress the importance of intrinsic goals.

Key words: life goals, positive experiences, happiness, life satisfaction

TS-45: 4

The Curiosity and Exploration Inventory-II – validation of the Polish version

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Curiosity the missing ingredient of happiness (Kashdan, 2009) comprises of stretching (seeking out knowledge and new experiences) and embracing (an enjoyment of the novelty and unpredictability). We adapted and validated the Curiosity and Exploration Inventory-II (C&EI-II) into Polish (C&EI-II-PL) (Kashdan et al., 2009). We expected that a valid measure of curiosity should be positively related to happiness (convergent validity) and should be independent of depression (discriminant validity). We also predicted that curious participants might experience more positive affect and report higher intrinsic motivation towards the study.

Participants (N=201) were recruited by invitations posted on popular message boards (as indexed by Google Search Engine). Recruited participants were also asked to invite their friends to the study (this snow-ball technique resulted in 15% of all participants). The age of the participants was between 16 and 64 years (M=24.50, SD=8.33) and 72% of the participants were women. Participants completed online: C&ES-II-PL (=.86) , The Positive Affect (=.85) and Negative Affect (=.88) Schedule, the Steen Happiness Index (=.84), Center for Epidemiological StudiesDepression (=.88) and the Motivation in Online Studies Questionnaire that measures intrinsic motivation (=.84), extrinsic motivation (=.77) and indifference (=.71)

Exploratory factor analysis showed 2 factors: stretching and embracing, separate but related (r=.67, p<.001). The model fit the data well, 2(31)=72.58, p<.01, 2/df=2.34, GFI=.93; CFI=.95; RMSEA=.08. As predicted, overall curiosity was related to happiness (=.51, p<.001) but not to depression (=.15, ns). Embracing was related to intrinsic motivation (=.18, p<.001) but not to extrinsic motivation (=-.07, ns) nor indifference (=-.03, ns). Stretching was associated with positive affect (r=.42, p< .001) and with negative affect (r=-.18, p<.001). Embracing was associated with positive affect (r =.29, p < .001).

The C&EI-II-PL is a valid measure of curiosity. As the theory dictates, curiosity promotes positive health. It facilitates happiness rather than buffers against depression. Trait curiosity is a valid predictor of the emotional and motivational state during a challenge such as participation in a research. The inventory may advance the cross-cultural studies on curiosity as an ingredient of the full life.

WS-12: Positive Psychology Coaching - Using Research in Coaching Practice

WS-12: 1

Positive Psychology Coaching - Using Research in Coaching Practice

Ebbe Lavendt

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Only a few empirical studies have been published on positive psychology coaching. The same is true for randomized controlled trials on coaching in general. Thus, coaching practitioners have a very limited evidence base for doing positive psychology coaching. None the less many theoretical principles and interventions from positive psychology lend themselves well to coaching.

This workshop consists of three elements: a presentation on positive psychology coaching, a coaching exercise, and a small group discussion. More specifically the workshop is going to cover the following topics:

1) Empirical research: research on positive psychology coaching, evidence-based coaching, and positive interventions.
2) Theory and models: theoretical principles from positive psychology and evidence-based coaching.
3) Methods: how to use theoretical principles and interventions from positive psychology in evidence-informed coaching.
4) Practice: exercise in positive psychology coaching.
5) Transfer of learning: small group discussions on how you can use what you have learned in your work and/or in your private life.

WS-14: Play Your Strengths - telling the story of our strengths

Time: Friday, 25/Jun/2010: 13:00 - 14:15

WS-14: 1

Play Your Strengths - telling the story of our strengths

Mads Bab

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The workshop will introduce participants to a new and fun way of discovering strengths and how these can be deployed towards goals.

LEGO bricks are combined with a theoretical foundation based on strengths psychology, appreciative inquiry, self-determination, self-efficacy, constructivism, play and elements of narrative psychology. Participants build their identity, best possible selves, strengths and aspirations in LEGO and create stories through interacting with the models.

Background
A constructivist approach to strengths would imply that lasting and usable knowledge of ones top strengths is likely to happen through a thorough construction process not a quick labeling process. Through this construction process one builds a strong scaffold of knowledge regarding, using Linleys (2009), definition, preexisting capacities for a particular way of behaving, thinking or feeling that is authentic and energizing.

Narrative identity is the story a person constructs and internalizes to organize and make sense of his life as a whole. The project seeks to understand strengths from this angle since these stories link to the past, present and future and thus how strengths have been and can be applied further.

Aims of study

Finding from workshop in spring 2010 will form the empirical basis of my dissertation for my Masters in Positive Psychology at University of East London.

1. To test a combinational method that makes the individual more clear on own strengths and how these strengths can be optimally applied and developed in daily life.
2. To which extent this method results in more self-efficacy, self-determination and job engagement
3. To investigate the stories people tell about their strengths - identifying recurring themes, patterns and metaphors.

Methods used

Play Your Strengths uses the practical method of LEGO Serious Play process (LSP). LSP is a methodology developed by the LEGO company that uses LEGO bricks to tap into the unconscious knowledge that individuals possess.

LSP enhances the ability to express abstract ideas in concrete terms by making storytelling and the use of metaphors key components.

Workshop

The workshop at the ECPP event will consist of three parts

Part one Background

Data and findings from workshops carried out in spring 2010 will be presented.

Background and theoretical references will be presented

Part two Play and story creation

Participant will be an active part of this session

Participants will be given LEGO bricks and guided through a selection of the Play Your Strengths exercises. This will include:

- Becoming Familiar with the LEGO brick building process
- Building own identity plus labeling and building key strengths
- Building aspirations
- Story creation of how strengths can be applied in daily life

Part three - The future of Play Your Strengths

This part will be a discussion of the possibilities and boundaries of Play Your Strength

WS-19: Emotions_GPS: Building Positivity through Nature

Time: Friday, 25/Jun/2010: 13:00 - 14:15

WS-19: 1

Emotions_GPS: Building Positivity through Nature

Isa Gonçalves, Ana Marques, Cátia Matos

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Emotions_GPS is a Portuguese Company who is devoted to join pedestrian experiences in nature and Positive Psychology, as a way to improve personal health and well-being.

Positive Psychology dynamics for individual and relational development are offered during outdoor pedestrian routes through unique sea and country natural landscapes. Using the most beautiful natural elements, individuals are invited to connect with their most positive personal resources and relational skills. The purpose of Emotions_GPS is to assist the walker in perceiving their life journey in a more positive point of view, emphasizing the individual and community achievements, and establishing goals for a fulfilled future.

In this workshop it will be recreated, as close as possible one of Emotions_GPS real outdoor experiences.

WS-26: Happiness Lab / Successful Relationships Student Workshop

Time: Friday, 25/Jun/2010: 13:00 - 14:15

WS-26: 1

Happiness lab / Successful Relationships Workshop

Magdalena Kleparska, Erik Fernholm, Anders Eriksson, Julia Ilke, Linnea Molander, Thomas Fridner, Johannes Belin

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The goal of this workshop is to utilize the knowledge on wellbeing and successful relationships to fun and challenging activities. The idea is to contribute to the otherwise mainly theoretical programme of the Conference with practical and experiential activities. We propose a workshop based on interaction, communication and connectedness. Practical applications of research findings from Gable, Iacoboni, Seligman, Peterson, Csikszentmihalyi, Gottman, Lyubomirsky, Frisch, Dweck and Kahneman, among others, have been tailored into activities easily accessible to any participant. The interactive structure enables each participant to set his or her challenge level, by combining the proposed activities into an individual combination. The workshop is built up by separate stations which all encourage the training of different relationship skills in a mingle-friendly setting.

INV-SPK-04: Willibald Ruch

Time: Friday, 25/Jun/2010: 14:45 - 15:30

INV-SPK-04: 1

The Seriousness and Fun about Humor

Willibald Ruch

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Humor may indeed be regarded among the highest forms of cognition, and as one of the world's foremost researchers on humor, Willibald Ruch will shed some serious light on the hypothesis.

INV-SPK-05: William Damon

Time: Friday, 25/Jun/2010: 14:45 - 15:30

INV-SPK-05: 1

How Morality Works – Psychologically – and Why

William Damon

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In this talk, world renowned expert on moral development William Damon is drawing a map for navigating through, and with, deep ehical dilemmas of our time.

INV-SYM-04: Carol Craig

Time: Friday, 25/Jun/2010: 15:45 - 17:00

INV-SYM-04: 1

Positive Psychology in Practice - the challenge of Glasgow

Carol Craig

Centre for Confidence and Well-Being, United Kingdom; contact@centreforconfidence.co.uk

Glasgow is a city beset with problems such as violent crime, ill health, worklessness and drug and alcohol abuse. These challenging statistics are highlighted in Carol Craig's latest book The Tears that Made the Clyde: Well-being in Glasgow.

In her talk Carol Craig explains the challenges she faced in trying to use positive psychology to understand the city's problems and how they might be tackled. She will explain why she thinks that positive psychology has a contribution to make but that it would be wrong to believe that on its own it has the necessary answers and solutions. Carol will explain how she thinks positive psychology can be integrated with other approaches.

SYM-07: The trials and tribulations of applying positive psychology in organisations

Time: Friday, 25/Jun/2010: 15:45 - 17:00

SYM-07: 1

The trials and tribulations of applying positive psychology in organisations

Jen Rolfe[1], **Alex Linley**[2], **Charlotte Wienmann**[4], **James Butcher**[3], **Sebastian Bailey**[1], **Anna Whitehead**[5]

[1]The Mind Gym, United Kingdom; [2]Centre for Applied Positive Psychology, United Kingdom; [3]Work Without Walls, United Kingdom; [4]UEL, Denmark; [5]UEL, London; jen.rolfe@themindgym.com, alex.linley@cappeu.com, charlotte.wienmann@hotmail.com, james.butcher@work-without-walls.co.uk, sebastian.bailey@themindgym.com, anna.whitehead@hotmail.co.uk

All contributors to this symposium are practitioners who have been applying what we know so far from the field of positive psychology in organisations. The aim is to give a flavour of what seems to work, and what difficulties weve encountered. Each speaker will present one or two case studies some will present academic empirical data, and some will focus on business results. However, those without validated research data will be asking for support from the academic field in making application even more robust. Wed really like to bridge some of the gaps between researchers and practitioners as the two fields can learn so much from each other.

Below gives a flavour of the speakers and topics they will be covering.

Jen Rolfe and Sebastian Bailey The Mind Gym (TMG) Using positive psychology to define and improve employee engagement.

TMG have been working to solve the people side of business issues for 10 years and have considerable experience with a huge variety of large and small organisations. Jen and Seb will present case studies where TMG have used positive psychology tools to improve employee engagement levels. Case studies have pre and post measures showing significant shifts in peoples attitudes to their organisations and their lives at work.

Also, as part of Jens Master of Applied Positive Psychology (MAPP) dissertation she will present research findings on a grounded theory of employee engagement and well-being at work. She will be developing a model based on current literature, test models and qualitative analysis of interviews with a wide variety of business leaders.

www.themindgym.com

Professor Alex Linley Centre for Applied Positive Psychology (CAPP) Strengthening Aviva

CAPP have extensive experiences applying strengths-based working to organisations. CAPP turned the fortunes of Aviva Insurance Group around by applying the strengths approach to several aspects of the company, including recruitment. Alex will present the remarkable business results and discuss other current projects.

www.cappeu.com

Charlotte Wienmann, 6-week well-being programme

As a HR Specialist in Human Capital at UEL, Charlotte has great insight into what employee well-being really means. She will present her findings on whether a 6-week positive psychology programme has been able to improve well-being. This study is her MAPP dissertation and therefore will have empirical data to support it.

James Butcher Work Without Walls Using positive psychology in leadership development programmes

James has worked with a number of public and private sector leadership teams in his 9 years as a consultant. He will discuss how positive psychology interventions work with senior teams both for their development as individual leaders and the development of positive enabling institutions.

www.work-without-walls.co.uk

Anna Whitehead, University of East London - improving well-being at work using Mindfulness Meditation

Anna is an HR Professional and has been running a well-being programme involving low dose mindfulness meditation with working adults s as part of her MSc dissertation. She will be discussing preliminary results of whether she has managed to increase employees feelings of well-being at work.

TS-12: Mindfulness
Time: Friday, 25/Jun/2010: 15:45 - 17:00

TS-12: 1

Mindfulness Treatment for Bodily Distress Disorders - a Randomized Controlled Trial
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Background:

Recently a new diagnosis, *Bodily Distress Disorder,* has been introduced, which may unite functional somatic syndromes such as irritable bowel syndrome, fibromyalgia, chronic fatigue syndrome, etc. and somatization disorders. Because of the lack of a clear definition and the current gaps in the medical management we examined the efficacy of a specialised mindfulness treatment in patients with severe Bodily Distress Disorder.

Objective:

To examine the efficacy of Mindfulness Treatment in Severe Bodily Distress Disorder

Methods:

Before randomization all patients, accepted at referral, had a 6 hour neuropsychiatric, psychological, and physical assessment.

The 120 patients included in the study were randomized to either *Mindfulness Treatment* consisting ofMindfulness Based Stress Reduction (MBSR) programme MBSR combined with psychoeducation for somatization; a manualized program with eight weekly 3½ hour group training sessions and one follow-up session (n=60), or *Psychiatric Consultation* intervention in which the patients were offered a psychiatric consultation after the assessment interview (n=60).

Outcome:

The patients are followed up at 3, 6, and 12 months.

Primary outcome measure is physical health measured with the SF-36 Physical Component Summary.

Secondary outcome measures are health care utilization (patient registers), physical symptoms, psychosocial functioning, psychiatric symptoms, health anxiety, mindfulness, and lifestyle factors.

Results:

The compliance was good. The majority of the patients randomized to Mindfulness treatment completed treatment. 83.3 % completed 6 or more sessions, 91.7 % completed 4 or more sessions, and 8.3 % dropped out.

The data collection from all 120 patients is now concluded. Experiences and preliminary results will be presented.

Conclusion:

The compliance was high in both treatment modalities, indicating that the patients find it useful to be listened to, getting a clear definition of their illness, and having reattribution of their illness perception. This suggests, that both treatments are feasible and acceptable to patients with severe Bodily Distress Disorder. The preliminary results indicate, that the mindfulness treatment significantly improved both bodily pain and general health, whereas both treatment modalities significantly improved health anxiety.

Learning objectives:
1. How to design a randomized controlled efficacy trial of Mindfulness treatment with an active control group.
2. What is Mindfulness treatment for severe Bodily Distress Disorder (Somatization and related disorders)?
3. Experiences and results from our study - how did we work with this patient group, and how did they respond?

Enhancing Sexual Fantasy Using Mindfulness: A matter of Absorption or Hedonic Capacity?

Cristian Andrei Nica

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Sexual fantasies play an important role in sexual desire disorders. This type of cognitive processes involves a certain level of absorption and requires full imagery attention in order to be created and explored. Sexual fantasy maintenance is possible only if once activated, the fantasy can enhance a DESIRABLE level of SEXUAL arousal but the individual must use its pleasure capacity in order to be mindfully aware of the degrees of change in sexual excitation. This study aims to observe: (a) the extent in which mindfulness skills can provide a higher level of sexual satisfaction using sexual fantasies; (b) the contribution of the individual pleasure capacity and imaginative absorption in fantasy enhancement following mindfulness processing. Using a quasi-experimental design, 120 participants, that were involved in a couple relationship were selected and volunteered to participate in the study. After signing an informed consent, five questionnaires were administered: sexual fantasy questionnaire (SFQ), Kentucky inventory for mindfulness skills (KIMS), Telegen absorbtion scale (TAS), Pleasure capacity scale (PCS) and the inventory of sexual satisfaction (ISS). It resulted that the mindfulness skills (observing and accepting in particular) predict the sexual fantasies. Absorption has a higher contribution at the moderation model comparing with the pleasure capacity because of the overlapping effects of cognitive schemas and physiological sensitivity. In the same time, sexual fantasies play an important part in achieving sexual satisfaction, but training the specific mindfulness skills may lead to a better sexual performance.

Mindfulness and Journaling: An Action Research Study on a University Campus

Irina Khramtsova, Pat Glascock

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College presents students with many challenges which result in high anxiety and stress. What would be some healthy and inexpensive ways to enhance the psychological well-being of the students?

The goal of the present study was to implement and investigate a positive psychology program based on journaling (Pennebaker, 1997) and mindfulness (Newberg, & Waldman, 2009) on the campus of Arkansas State University. Both techniques have been demonstrated as being beneficial for enhancing positive thoughts and feelings, and improving physical and mental health, and cognition.

Methods

Forty seven participants attended at least one of the twenty five mindfulness sessions conducted during the fall semester of 2009, engaged in journal writing and mindfulness exercises. At the beginning of the study all participants filled out a

questionnaire on mindfulness (Brown, & Ryan, 2003). Those who had attended at least five sessions (20 participants) filled out the same survey after their last session and responded to additional questions about the effects of the sessions. During the sessions the participants received biofeedback either from the use of Biodot Skin Thermometers or from the emWave Personal Stress Reliever that measures subtle changes in ones heart rhythms.

Results

The study found a statistically significant increase in mindfulness between pretest (M =3.55, SD = .83) and posttest (M = 3.95, SD = .96), t(19) = -2.19 , p =.04 (two-tailed).

Qualitative analysis of verbal responses revealed that all participants perceived the sessions as beneficial for relaxation, peace of mind, and increase in positive thoughts and emotions. The most common topics for journaling were appreciation of positive events and writing about negative events. The most beneficial mindfulness techniques were focusing on breathing, visualization, and muscle relaxation.

Conclusions

Journaling and mindfulness techniques can be successfully incorporated into college life to increase psychological well-being of student population, reduce stress, and improve overall college atmosphere.

TS-12: 4

Mindfulness manipulation leads to external focus during postural balance

Ying Hwa KEE[1,2], Pui Wah KONG[2], Nikos CHATZISARANTIS[1,2], Jia Yi CHOW[2]
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Existing literature generally agrees that mindfulness is an adaptive psychological quality that promotes psychological well-being (Brown & Ryan, 2003). However, evidence for linking mindfulness to better performance in the control of bodily movement, such as balancing, is lacking. We speculate that preference for certain strategies could be associated with mindfulness. In this study we test the effects of a mindfulness manipulation on a postural balance task. 27 male adult participants were randomly assigned to either the short-term mindfulness condition or the control condition. In both conditions, participants submerged their left hand in a small rectangular container filled with water and were instructed to move the submerged hand across the two ends of a container back and forth for a period of six minutes. Pre-recorded instructions were provided to participants via the audio headset, either to instruct them to pay attention to the moment-to-moment experience of moving their hand in water (experimental condition), or to move their hand at their preferred pace. The balancing task, which involved balancing on one leg for 30 seconds, was performed before and after the treatment. Questionnaire items pertaining to the usefulness of the treatment and placement of attention focus were also administered. Results show that, immediately after the treatment, the experimental group (M=4.14, SD=1.57) reported higher ratings of usefulness (with reference to the balancing task) for the manipulation received than the control group (M=2.67, SD=1.19) t(25)=-2.74, p<.05, r=.48. At the conclusion of the second balancing trial, the experimental group (M=4.36, SD=1.64) also reported a higher prevalence for utilizing external focus strategies than the control group (M=3.10, SD=1.24), t(25)=-2.22, p<.05, r=.41. However, the groups did not differ significantly in their prevalence of internal focus adoption. The preliminary results suggest that a brief six-minute manipulation via recorded instruction designed to increase moment-to-moment awareness can potentially affect selection of balancing strategy, with those who were in the mindfulness condition tending to focus on external distracters to aid balance. This result appears counter-intuitive at first, but the higher prevalence for external focusing strategy perhaps suggests additional engagement by the mind for those who were momentarily instructed to be mindful. Further work is also needed to quantitatively explore centre-of-pressure profiles of balancing to ascertain if mindfulness is linked to better performance in the control of bodily balance.

TS-16: Meaning

Time: Friday, 25/Jun/2010: 15:45 - 17:00

TS-16: 1

Development and Validation of the Meaning in Marriage Scale with an urban Chinese sample

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Despite a growing concern with the meaning and value of marriage in modern societies, the study on meaning in marriage has been unexpectedly overlooked in the social science area. The purpose of this study is to develop and validate the Meaning in Marriage Scale (MIMS) to measure the Chinese married individuals belief about valued marriage-

goal. Three studies explored the conceptualization and validation of meaning in marriage for Chinese married people through three studies by different methods.

In study one, inspired by Frankls self-transcendence theory, a 32-item pool of MIMS was generated by in-depth interview on 24 married people in Beijing through purposive sampling. Content validity was established based on the evaluations from two marital counselors, four clinical psychologists and five married individuals.

In study two, a sample of 387 Chinese married people in Beijing was recruited to examine the factor structure and psychometric properties of the MIMS. Exploratory Factor Analysis (EFA) identified three factors: (a) balance between giving and taking, (b) common vision, and (c) commitment to marriage, which could explain about 64% variance of meaning in marriage. And the MIMS exhibited satisfactory internal consistency reliability (a=.93) and good concurrent validity with marital satisfaction (r1=.66, p<.01) and marital investment (r2=.60, p<.01).

In study three, a survey on 1105 married women in Beijing was further conducted to examine the empirical dimensionality of the MIMS. Using the Confirmatory Factor Analysis (CFA), the MIMS can be conceptualized as a three-factor construct as study two.

In conclusion, the MIMS is a reliable and valid instrument to measure the meaning in marriage for Chinese population. However, further validation of this scale is needed.

TS-16: 2

Mediating Effect of Existential Well Being on the Relationship between Forgiveness and Happiness

Muryantinah Mulyo Handayani

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As the positive psychology movement has emerged, studies on human strength has flourished. Since most people view happiness as human ultimate goal, the attempts on the exploration the determinant of happiness have been conducted. At the beginning, demography, age, which are "relatively" stable traits and life circumstance were predicted as determinant factors of happiness which is raise a pesimistic view on happiness. The later studies focus more on the intentional behavior as an active attempt to pursuing happiness as predictors.

It has been established that forgiveness correlates with life satisfaction. Research findings showed that forgiving lead to the positive mental health. At the other hand, unforgiving links to psychological symptoms. As the research on conceptualized and measured of forgiveness and happiness has grown rapidly in recent decades, the correlation between them need to be further investigated. Moreover, whether people get benefit from forgiveness which is still in question need to be addressed.

This research aims to further investigate the role that existential well-being has in mediating the relationship between dispositional forgiveness and happiness. Specifically, the dispositional forgiveness was measured by using multiple aspect of forgiveness approach which assess forgiveness of self, other and situation; and happiness was assessed using two dimensional model of happiness, i.e.: hedonic happiness (subjective well-being) and eudaimonic well-being (psychological well-being)

The sample for the current study comprised of 64 adults. Participants ranged in age from 20 to 46 (M=29.70, SD=5.377), recruited from students, family, friend and their friends (snow ball effect) around Monash University-Clayton Campus-Australia. Participants completed the questionnaires packet comprised demographic information, followed by a battery of self report scales including a version of the Oxford Happines Questionnaire, the Depression-Happiness Scale, the Heartland Forgiveness Scale and the Expression of Spirituality Inventory-Revised.

Overall the results of the study indicate that the dispositional forgiveness (total forgiveness) significantly positively related to both measure of happiness (i.e. hedonic and eudaimonic happiness). However, forgiveness of others demonstrated no relationship with happiness. This is in line with how forgiveness defined by previous instigator that forgiving is not necessarily followed by reconciliation which is usually related with forgive other process. Having this perspective in mind may avoid people to be a victim of other's violence in the future

Moreover, this findings counters pessimistic perspective on forgiveness which assumed that pursuing happiness is useless. The result also suggest that people shoul focus more on the active attempt to grab happiness rather that accpeting that happiness is determined by relatively "given" traits.

Furthermore, it was found that exixtential well-being acts as mediator in the effect of forgiveness on either hedonic or eudaimonic happiness. The mediating effect of exixtential well-being on those relationship was significant.

TS-16: 3

Religiosity as a predictor of subjective well-being in Greek Orthodox Christian adults

Maria Platsidou

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The aim of this research was (a) to study subjective well-being and religiosity dimensions and (b) to investigate their relationship, in a sample of Greek Orthodox Christians. Previous research conducted mostly in western countries or representing Catholic and Protestant Christians has revealed a positive relation between various aspects of religiosity

(such as prayer and church attendance) and mental health (e.g., better life satisfaction, lower levels of anxiety disorders and addictions). However, it also found that higher levels of religiosity were associated with personal distress and anxiety. Similar results were found in the Greek research literature which is still very sparse.

Our sample included 150 Greek Orthodox Christians living in an urban area (36.7% were males and 63.3% females). Their age range was 25 to 40 with a mean age of 31.9 years. As regards their educational level, 57.3% of the participants held a university or masters degree and 31.3% were either elementary or high school graduates. A series of self-report inventories was used to measure subjective well-being, religiosity, worry, general health condition and psychosomatic problems. Religiosity was measured as (a) belief in God or in an impersonal force, (b) perceived interrelation between beliefs and personal life, and (c) involvement in religious practices.

In general, our sample reported moderate levels in most of the above variables and low levels of involvement in religious practices and psychosomatic problems. Regarding the demographic variables, only gender was found to have few significant effects, with women reporting higher levels of religiosity (belief in God/impersonal force and interrelation between beliefs and personal life), worry and psychosomatic problems. Both genders reported similar levels of involvement in religious practices, subjective well-being and general health condition. Interestingly, there were found no significant effects of education levels or age on religiosity or subjective well-being dimensions, with one exception: participants holding a university or masters degree reported lower worry levels than elementary or high school graduates. Consistent with previous studies, step-by-step regression analysis suggested that subjective well-being can be predicted by a religiosity dimension (interrelation between beliefs and personal life) and worry. No significant correlations were found between religiosity dimensions and worry, as it was found in previous relevant research. The results of the present study suggest that the positive association between subjective well-being and religiosity that was found in western countries or Catholic and Protestant Christian contexts is, at least partially, confirmed in the Greek Orthodox Christian population as well.

More than vice & outrage; a positive look a moral foundations, impulsivity and priming virtue.

Justin Marc David Harrison

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To date, most research into moral psychology has focused on its darker side; processes elicited by examples of moral transgressions or moral dilemmas. Since Jonathon Haidt (2003) called for an empirical program into moral virtue; there have been only a handful of empirical works to answer. In this presentation the author argues that moral virtues are in fact social goals; humans have an adaptive drive to be sociable and to emulate virtue. However in order to achieve this one must suppress immediate gratification in favour of patience. A primary behavioural measure of patience is temporal discounting.

Temporal discounting describes the tendency for delayed rewards to lose subjective value, often inducing people to select small immediate rewards over larger long term goals (Ainslie, 2001). While models of temporal discounting accurately describe why we are impatient, it is less clear about how people are so often patient enough to realize long term goals. While patience is a virtue of itself, it seems that lower discounting rates also predict academic success in early high school better than IQ (Duckworth & Seligman, 2008), and are also associated with cooperative behaviour (Curry, Price & Price, 2008). Moreover, evidence from environmental psychology indicates that discounting may be suspended for environmental issues because of their general moral aspect (Böhm & Pfister, 2005). Can the activation of virtue (such as fairness) as a cognitive schema lower temporal discounting, making it easier to be patient?

In two studies, participants first completed a scrambled sentence implicit priming task in two conditions (words related to moral fairness and a neutral control), prior to completing a behavioural temporal discounting task (an auction). Two weeks later participants returned to complete the discounting task again along with, *inter alia,* the Moral Foundations Questionnaire. The author hypothesized that reductions in temporal discounting would occur where particular moral virtues were primed (i.e. fairness). However, the priming manipulation had no detectable effect on discounting rates.

Interestingly, the correlational study indicated that the influence may run in the other direction. Participants temporal discounting rates were a robust predictor of the individual moral concerns of Care and Fairness. They were also predicted by ones sense that the virtues were an important part of their identity. The binding moral concerns (Purity, Loyalty and Authority) were also predicted by discounting rates; however this relationship was mediated by educational level.

The author suggests that temporal discounting rates may not be easily manipulated by situational contexts, but having been acquired may determine much of ones attitude towards various strengths and values. Alternative explanations include the tendency of high discounters to give more extreme endorsements of statements which concern moral issues especially where those statements describe moral transgressions.

This study and literature linking academic achievement with discounting rates, taken together, suggest that further research may do well to concentrate on how temporal discounting rates are influenced or determined early in life, given their potential to influence not only educational outcomes but the development of moral foundations, and perhaps moral behaviour.

development and validation of a scale on ontological identity

hojjat allah Farahani[1], **abas Rahiminezhad**[1], **somayeh Aghamohamadi**[2], **zeynab Kazemi**[2], **mohammad taghi Saidi velashani**[3]

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The Background: Heidegger (1972) says that we should consider that human being ontologically exists, looks at the world, pays attention to it, cares his existence and considers his existence as his own problem and concern and, in this respect; he differs from other living things. Ontology refers to the recognition of human being position in the world and the identifying of the meaning of human being's life. According to Ericsson (1986), regarding the achievment of identity the questions of: "who I am?", "where I go to?" and "what I will become?" are cited for individuals. In this study the ontological identity means the very belief the individual bears about the origin of life, philosophy of being and the end of life.

The aims of study: The purpose of this study was todevelopment and validation of a scale on ontological identity

The methods used: In present study a scale was designed to measure the ontological identity. This scale includes 28 items within a 5 degree Likert scale(1 = strongly disagree, 5 = strongly agree) according to three dimensions of "where do I come from", "where I am" and "where I go to" having been made on an ontological viewpoint. (items 1 to 9 for the dimension of "where I come from"; items 10 to 18 for the dimension of "where I am" and items 19 to 28 for the dimension of "where I go to"). The statistical populaiton in this study was composed of all students currently studying in Tehran University of Medical Sciences in 2009-2010 academic year from among of which 230 subjects (197 female and 33 male) were selected by simple random sampling.

Summarize the results / theoretical advancements: In this survey the Cronbach's alpha coefficient was used to investigate the reliability of scale. The total reliability coefficient of the said scale was 0.81, which for items 1 to 9 concerning the component of "where I come from" was 0.83, for items 10 to 18 concerning the component of "where I am" 0.79 and, lastly, for items 19 to 28 concerning the compenent of "where I go to" 0.84, respectively. The exploratory factor analysis showed that this scale is saturated of three factors (1eigenvalue) which gives an explanation on 43.32% of the total variance.

Excluding two items , all factor loadings associated with items were significant (0.3), thus there are 26 items left in the final form having desired reliability and validity.

Using this scale it will be possible to establish relationship betweeen philosophy and ego psychology and to measure the highest level of human identity, i.e. ontological identity.

The conclusions reached: the final results of this study indicate that this scale has the desired reliability and validity to be used in performance in order to measure the ontological identity.

TS-19: Family - Marriage - Parenting
Time: Friday, 25/Jun/2010: 15:45 - 17:00

Mates and marriage matter: Genetic and environmental influences on subjective well-being across marital status

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Specific environments and social relationships may alter the impact of genes. Previous studies have shown marriage to moderate heritability for depressive symptoms in females, suggesting that marriage provides protection or compensation against genetic risks. Similar mechanisms may be relevant for subjective well-being (SWB) which is considerably influenced by genes and almost universally associated with marital status.

Questionnaire data on SWB from a population-based sample of 1250 monozygotic (MZ) and 981 dizygotic (DZ) male and female twin pairs (n=4462) were analysed using structural equation modelling by means of Mx to investigate genetic and environmental influences on SWB across marital status.

Resemblance for SWB in MZ twins exceeded that of DZ twins, but the magnitude of this difference varied across marital status. Genetic factors explained 51% and 54% of the variance in SWB among unmarried males and females, and 41% and 39% in married or cohabiting respondents. Remaining variance was attributable to the non-shared environment. The genetic influences were partly different (r_g=0.64) across marital status in females, but overlapping in married and single males.

Our findings show that marriage moderates the magnitude of genetic influences on SWB in both males and females, with a smaller estimate of genetic influences for those with a marital or equivalent partner. The genetic influences on SWB are thus clearly contingent on the environmental context.

The Effect of Parenting Daily Uplifts on Parents

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Child-rearing and care-giving demands have always been a great challenge for parents. However, in daily life, parents do not only experience parenting hassles, they also experience parenting uplifts. Daily uplifts refers to positive toned events that make one feel good; the positive experiences such as the joy derives from manifestation of love, spending time with family, and so on. The aim of this study was to investigate the effect of parenting uplifts on various indices of parents functioning (work-family conflict, depression, marital satisfaction and parental efficacy). The relative and absolute contributions of parenting uplifts in relation to other predictors were analyzed.

This research includes two studies: one study involves parents with preschool-age children, and the other involves parents with school-age children. Subjects for the first study were 642 parents with preschool-age children, and the parents were all full-time employed. Subjects for the second study were 667 parents with school-age children (5th and 6th grader). Parents completed questionnaires with sort version of Parenting Uplift Scale, Work-Family Conflict Scale, Kansas Marital Satisfaction Scale, CES-D Depression Scale and Parental Efficacy Scale.

Both groups of parents experienced parenting daily uplifts at a certain degree (On 5-point scale, $M= 3.77$; $SD= .85$ for preschool-age children group; $M= 3.89$; $SD= .90$ for school-age children group). In both groups, mothers experienced more parenting daily uplifts than fathers. Though fathers experienced less parenting daily uplifts than mothers, the positive effect of parenting daily uplifts seems more prominent for fathers. For preschool-age group, several regression analyses were performed with spousal support and parenting uplifts as predictors. It was found that spousal support was significantly associated with depression and marital satisfaction in both mothers and fathers. However, parenting uplifts also predicted fathers depression and marital satisfaction in an additive manner. In predicting work-family conflict, after controlling for work hours, parenting uplifts, but not spousal support, significantly predicted work-family conflict in both mothers and fathers. The more parents experienced parenting daily uplifts, the lower work-family conflict they had. Finally, for school-age children group, parenting daily uplifts, childrens academic performance and talent performance were analyzed as factors in predicting parents parental efficacy. It was found that parenting daily uplifts were the most significant predictor of parental efficacy in both fathers and mothers.

Parenting daily hassles in this study represents minor, normal and typical events. In this study, it was found that parenting daily uplifts was not only related to parents outcome at individual level, but also marital subsystem. Our findings indicated that parenting uplifts were related to more satisfied marriage and less depressive symptom for fathers. Parenting daily uplifts were related to less work-family conflict and higher parental efficacy for both mothers and fathers. Previous research has put a lot of attention on parenting hassles and cost of having children, however, the benefit of becoming parents has been ignored. Though the relation between parenting uplifts and parents functioning is likely to be both circular and dynamic, this study supported the importance of daily parenting uplift on parents lives.

TS-19: 3

WHANAU CONNECTIONS AT WORK AND HOME FOR NEW ZEALAND MAORI EMPLOYEES: DIRECT AND INTERACTION EFFECTS

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Maori are the indigenous people of New Zealand and represent a small but vital component of the New Zealand workforce. For Maori, whanau (extended family) is of fundamental importance and the present study tests whether working with whanau has positive effects for Maori employees. Using a sample of 197 Maori, workplace relationships amongst Maori employees and their whanau were tested. Factor analysis found two dimensions: whanau work connections and whanau home connections, which represented interactions in the workplace about work and home respectively. Four outcomes were tested: stress, anxiety, career satisfaction and life satisfaction. It was hypothesized that greater whanau connections would have a positive influence on outcomes, reducing mental health and increasing satisfaction. Direct effects were found towards stress, anxiety and career satisfaction from whanau home connections and towards life satisfaction from whanau work connections. Overall, the contribution towards mental health was moderate (6-7% variance) but consistently large for career satisfaction (14% variance) and life satisfaction (26% variance). In addition to the direct effects, interaction effects were tested between the two dimensions of whanau connections. Significant interaction effects were found towards all outcomes except life satisfaction. Towards stress and anxiety, significant interactions showed respondents with high whanau home connections and high whanau work connections reported the lowest levels of stress and anxiety. Towards career satisfaction, significant interactions showed respondents with high whanau home connections and high whanau work connections reported the highest levels of career satisfaction. The findings indicate that indigenous employees may respond with the strongest positive outcomes when interacting and working with their extended family, which has previously been unexplored. The implications for positive psychology are that social and family connectedness creates additional benefits for indigenous employees and provides an avenue for indigenous workers to improve engaging in workplace connections with whanau.

The Positive Psychology of Successful Families

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ABSTRACT: A brief history and synergistic model of eight dynamic qualities and behaviors which characterize Successful Families: Clear Parent Leadership, Climate of Warmth and Love, Commitment to Autonomy and Growth, Communication--Clear and Positive, Collaborative Problem Solving, Compassionate Forgiveness, Competent Life Management, and Connectedness.

LEARNING OBJECTIVES: 1. Understand the history of research on Successful Families, 2. Identify the major researchers and theorists focusing on Successful Families, 3. Identify the primary qualities and characteristics of Successful Families, 4. Synthesize research findings on Successful Families, 5. Understand a synergistic model of Successful Families and how it can be used in Marital and Family Therpy and Enrichment.

SUMMARY: This presentation will provide a broad overview of the dynamic subject of Successful/Strong/Healthy Families. It will include a brief history of Successful Family research, identifying key researchers and theorists and their conceptualizations. These research findings and the subsequent conceptualizations will be synthesized into a dynamic model of Successful Families and how the interactive model can be used in Marital and Family Therapy and Enrichment.

TS-24: Physical Environment

Time: Friday, 25/Jun/2010: 15:45 - 17:00

Environmental Psychology and Well-Being: From a generic relationship to a specific theoretical framework

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Current researches on subjective well-being often neglect some contributions, belonging to other areas of psychology, about the outcomes of the positive bonds to places.

The literature on Environmental Psychology (Low and Altman, 1992; Kaplan and Kaplan, 2003; Korpela *et al.*, 2008), shows that the place attachment and the mere exposure to natural landscapes have remarkable positive effects on individuals, such as the promotion of cognitive (Wells, 2000) and emotional development, of individual health and trauma resilience (Ulrich, 1984), the optimal functioning of cognitive processes (Kaplan and Talbot, 1983).

However, the main theoretical frameworks in this field (Kaplan and Kaplan, 1989; Ulrich, 1984) tend to explain the environment-well being relationship as an automatic regulation system, within which people unwittingly regain normal levels of cognitive functioning after a period of mental fatigue.

We hypothesize that, besides this regulation process, the person-environment relation gives rise to generative processes that promotes groundbreaking behaviours based on intrinsic motivations (Ryan and Deci, 1985; 1999; 2000). We also argue that the person-environment relation may generate some flourishing effects (Keyes, 2002; Fredrikson, 1998; 2005) on subjective skills. Those effects may also influence several cognitive processes (perception, problem-solving, memory, explanatory stiles), triggering different information-processing styles (e.g., Bless and Fiedler, 2006).

Within this framework, places and their positive features may be seen as artefacts able to promote flow (Csikszentmihaly, 1975; 1980; 1997) and trascendence experiences (Gallagher, 1993; Williams and Harvey, 2001).

As a consequence, we suggest that the main theoretical model of the environment-well being relationship (*Attention Restoration Theory,* Kaplan and Kaplan*,* 1989; Kaplan*,* 1995), should be integrated with the optimal experience model (Csikszentmihaly, 1980; 1990) in order to create a more comprehensive framework on the person-environment system.

The results of the present study, based on the theorical and methodological constructs of SWB (Diener, 1984) and Place Attachment, and conducted on a sample of European young students, support our hypothesis.

Positive psychological well-being and the natural environment

Joe Hinds

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Research suggests that experience of the natural environment may be instrumental in the formation of positive affective states (e.g., Hinds & Sparks, 2008). However, it has also been suggested that personality may be an important predictor of aesthetic preference for natural environments (van den Berg, 2003). The present study initially, using a qualitative methodology, sought to discover the nature of participants ($N = 75$) associations with being in the natural environment. Qualitative results revealed eight dimensions with the most frequently reported dimensions, *Freedom, Psychological Well-Being, Aesthetics, Ambience,* and *Environmental Connectedness* giving an indication of the importance of exposure to the natural environment for positive psychological well-being (the remaining 3 dimensions were: *Topography, Physical Sensations,* and *Apprehension*). The present research was also interested in the predictors of environment-related well-being. Therefore, all participants were coded as either being High or Low in environment-related well-being based on their qualitative responses. Using logistical regression analyses, environment-related well-being was regressed on the Big-Five aspects of personality (cf. Goldberg, 1990), participants childhood geographical location and their frequency of experience of the natural environment. Results indicate that childhood geographical location and frequency of experience but not personality were significant predictors of environment-related well-being. Specifically, participants with rural childhood geographical locations (compared to participants with urban childhood geographical locations) and participants with a greater experience of natural environments (compared to those with less experience), reported more positive affective states. The implications for the promotion of positive well-being and the need to develop stronger affective relationships with the natural environment are presented. The convergences and divergences with previous research and the strengths and potential weaknesses of the study are discussed.

THE ARCHITECTURE OF CREATIVITY - A RESEARCH-BASED PERSPECTIVE ON HOW TO BUILD TO INCREASE FLOW IN SCHOOLS

Nikolaj Bebe
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The purpose of this presentation is to present the research results of the collaboration between Nikolaj Bebe, student of educational psychology, and Universe Research Lab under the research project MMALP - The School in the Future. The subject matter is the correlations between architecture, creativity and learning in primary school settings in Denmark.

Creativity has nationally and internationally become a vision which both politicians, researchers, and the public and private worklife tries to understand, achieve and make operational. Additionally, modern creativity research shows that creativity is a competence that can and has to be learned (Craft, 2005, 2000; Csikszentmihalyi, 1997; Amabile, 1996, 1989). Our psychological understanding of creativity, such as inhibiting and promoting factors has, due to research, become more visible during the last decade. But it is remarkable that there has been very little research on how architecture effects creativity and learning (Amabile, 1996).

The research has been conducted as a mixed methods project. The foundation was a quantitative questionnaire-based eximination designed by Universe Research Lab that**,** based on positive psychology, investigated well-being, learning and creativity in primary schools in a danish municipality. Based on this, a qualitative study of five schools who in the quantitative questionnaire-based eximination reported themselves as either very or not very proud of their schools physical settings, was initiated. Twenty-five interviews have been conducted.

Since there has been almost no research on the correlations between architecture and creativity, it was necessary to create an abductive theoretical frame . A large literature study and hermeneutic interpretation of research-based creativity theory in combination with theories of architectural psychology (Walden, 2009; Roessler 2003), architecture and learning (Hansen & Nagbøl, 2008; Kirkeby, 2006; Larsen 2005), and flow (Csikszentmihalyi, 2008, 1997) led to the creation of six hypothetic design principles. These were used as the guiding theoretical frame for the research. The conducted empirical data has been analyzed through meaning condensation and meaning interpretation.

Its being concluded that the physical frame has a significance for the outcome of creativity, as it facilitates the outer physical circumstances for flow, differentiated creative learning environments, motivation through physical and psychological involvement, and that the school for the present time and future needs "all-inclusive" architecture, which can manage to destabilize and reinforce stabilization in different physical forms depending on the pedagogical purpose**.** Individual learning styles and personalites also need to be taken into consideration.

But the effect also depends on the professionals psychological and organizational flexibility and their understanding of the use of physical environment.

Further more it is being pointed out that monitoring, in the form of the teachers physical presence, has a positive effect on the removal of distracting factors. This leads to an understanding that the physical environment has to provide a flexible transparent complex local learning environment, where you´re able to stay close and have visual contact. However, at the same time you are able to separate the students and contain a complexity, so that the students won´t leave for remote places of the school where the chances for feedback and monitoring will disappear.

TS-29: Well-being - Youth and Students 1

TS-29: 1

Well-being curriculum in the Haberdasher's Aske's Federation: evaluation of the fist year of implementation

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The background: Positive psychology is making a notable impact in the area of education. This presentation will draw on the example of an educational initiative to develop a comprehensive well-being curriculum for the Haberdashers Askes Federation of Schools in South East London, comprising three secondary and two primary schools. This paper will evaluate the pilot year of the curriculum run bi-weekly in Year 7 (age 11-12) addressing positive experience and positive relationships, and Year 10 (age 14-15) addressing positive relationship with oneself.

The aims of study were to evaluate the impact of the curriculum on the well-being of Year 7 and Year 10 students using quantitative and qualitative methods.

The methods used: The first study utilised a controlled repeated measures design using one of the secondary schools in the federation as an intervention and another as a control (n > 400). The following scales were administered: Satisfaction with Life Scale, Student Multidimensional Life Satisfaction Scale, Positive and Negative Affectivity Scales and Short Index of Self-Actualisation (Year 10 only). Data was analysed using ANOVA. In addition, semi-structured interviews were conducted with eight randomly selected students, four from each year group. To ensure triangulation, two teachers from each year group and the school principal were also interviewed. Data was analysed using grounded theory.

Results: For Year 7 students, significant effects were found with regard to negative affectivity, positive affectivity, satisfaction with the self and satisfaction with friends. For Year 10 students, significant differences were identified for satisfaction with friends, self-actualisation, life satisfaction, satisfaction with family and environment. Three main themes were identified from the qualitative study: (1) explicit learning (including subject learning, identification and use of strategies and enjoyment of discussions at lessons), (2) psychological outcomes (such as self- and situation-awareness, choice and control and personal transformation) and (3) challenges (including both internal and external barriers to the curriculum implementation).

Conclusions: Overall, the data from our mixed-method indicates a positive impact of the well-being curriculum. This, however, needs to be considered in the context of current political situation, school commitment and resources, teacher training and the educational environment itself.

TS-29: 2

A MIXED-METHOD STUDY OF PSYCHO-SOCIAL WELL-BEING IN A GROUP OF SOUTH AFRICAN ADOLESCENTS.

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Background: Little is known about the prevalence and experience of psychological well-being on the upper end of the mental health continuum in South African adolescents, as it is conceptualised in the domain of positive psychology/psychofortology, and in particular from perspectives such as Keyes's (1998, 2007) model of psychosocial well-being and character strengths, as conceptualized by Peterson and Seligman (2004). Previous research has shown that only a small proportion of those adolescents otherwise free of a common mental disorder are truly mentally healthy, i.e., flourishing. Studies have also shown that the absence of well-being creates further risk conditions.

Objective: This study aims to explore the psychosocial well-being of a group of South African adolescents implementing a mixed methods approach.

Method: Participants (N=665, aged 15-17 years) from three high schools completed questionnaires on psychosocial well-being, and structured interviews were conducted with 24 participants selected from various levels of functioning as established quantitatively.

Results: Quantitative findings indicate that 60% of the adolescents did not flourish psychologically as measured on the Mental Health Continuum-Short Form. Adolescents experienced flourishing as characterised by purposeful living and meaning; positive relationships; being a role-model; self-regard; constructive coping; positive emotions and gratitude. The

absence of mental health was experienced as meaninglessness, impaired relationships, identification with dysfunctional outsiders, self-incompetence, dysfunctional behaviours, negative emotions and helplessness.

Conclusion: This study has showed that in a group of South African adolescents, most couldnt be categorised as flourishing youth. This finding has grave implications: Apart from impaired levels of functioning, the absence of well-being could lead to the higher probability of conditions of vulnerability. Specifically targeted interventions to enhance psychosocial health and flourishing are indicated.

TS-29: 3

Tomorrow I'll be happy: The Effect of Temporal Distance on Adolescents' Judgments of Life Satisfaction

Danilo Garcia, Anver Siddiqui

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Life Satisfaction (LS) is a key indicator of Subjective Well-Being and refers to a comparison process in which individuals assess the quality of their lives on the basis of their own self-imposed standard. In recent years the interest for adolescents LS has increased and findings show that adolescents that experience high levels of satisfaction with their life have less emotional and behavioral problems. Moreover, research in the field of positive psychology suggests that a positive future outlook (e.g., hope, optimism) probably has implications in how both adults and adolescents cope with current situations, in turn, influencing judgements of LS. Certainly, optimism is sometimes even used as a part of the definition of happiness (e.g., The Oxford Happiness Index by Argyle et al., 1995). However, not many studies have explored LS from a temporal perspective. Particularly among youth, beliefs about future LS are important; adolescents that predict low future LS probably make risky decisions, not worrying about an unhappy future. Conversely, a positive outlook might have repercussions on motivation and choice of goals. Furthermore, a life-span developmental perspective suggests that adolescents focus on identity formation and expect to see self-improvement over time. Nevertheless, optimism about the future and theories of development probably do not explain all aspects in how temporal distance may influence judgments of future LS (for a review see Trope & Liberman, 2003). Construal Level Theory (CLT; Liberman & Trope, 1998) posits that everyday life predictions, evaluations, and choices are influenced by how near or distant in time the event is. Temporal distance influences individuals responses to future events by changing the way they construe those events. Thus, do adolescents make different judgments when LS is framed in a near- or distant-future? If individuals construct more abstract representations of distant-future events than near-future events, given the higher value of future LS among adolescents, then distant judgments of LS should be higher. Two studies were conducted with a temporal distance manipulated version of the Satisfaction With Life Scale (SWLS). In Study 1, 25 adolescents (13 females) were randomly selected to a near- (1 week) or distant-future (10 years) condition. In Study 2, LS (SWLS original version) was first measured among 25 adolescents. One week later, participants were randomly selected to the two temporal distance conditions. In both studies, adolescents in the distant condition expected higher LS than those in the near condition. Moreover, Study 2 showed that framing LS in the near-future led adolescents to expect lower LS than they reported one week earlier. In contrast, adolescents judged their LS in the distant-future to be the same as one week before. Both studies suggest that temporal distance has an important role in judgments of future LS. Evaluations of distant-future LS were probably based on abstract representations about future events that the adolescents anticipated to be better than yesterday, thus expecting to be happier tomorrow. It is plausible to suggest that visualizing distant LS may help to improve self-regulation, bring greater awareness and clarity to priorities, motivations, and values.

TS-29: 4

A conceptual model of student wellbeing

Toni Noble[1], Helen McGrath[2], Sue Roffey[3]

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A conceptual model of student wellbeing

Toni Noble

Background:

Student wellbeing is now widely recognised as crucial to student academic engagement and success in learning. However there is little consensus in the research literature on how student wellbeing is defined. Arguably an agreed definition of student wellbeing that is workable for both policy makers and practitioners is essential to inform contemporary educational policies and practices.

Aim:

To develop a definition of student wellbeing and a model of school practices to enhance student wellbeing that is acceptable to national and international experts in the field; to key national and state educational stakeholders and to school practitioners.

Methodology:

A draft definition of student wellbeing and a model of the school practices that can facilitate student wellbeing evolved from a comprehensive review of the wellbeing research literature and current Australian educational policies. Three feedback phases on the model and definition were invited involving three different cohorts. The first phase utilised a modified Delphi methodology to invite feedback from 26 national / international experts working in the field of student wellbeing. On the basis of the first collation of information, the experts were asked again for comments on the revised model. The second phase invited feedback via interviews with government and non-government education authorities. This feedback then informed the third phase of feedback where over two hundred and thirty school practitioners responded to an online survey on the model.

Summary of results

An overview of the model of student wellbeing will be presented. It includes a workable definition of student wellbeing plus seven school foundations for student wellbeing and learning.

Conclusion

This definition/ model of student wellbeing offers guidelines for educational policy makers, school system leaders and school practitioners in making wiser decisions about how best to enhance student wellbeing and effectively engage school students in learning.

TS-29: 5

EVALUATION OF A PROGRAMME TO ENHANCE FLOURISHING IN ADOLESCENTS.

IZANETTE VAN SCHALKWYK, MARIA PHILIPINA WISSING

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Background: Previous studies have shown that most South African adolescents couldnt be categorised as flourishing youth, and that only a small proportion of those adolescents otherwise free of a common mental disorder are truly mentally healthy, i.e., flourishing. The absence of well-being creates further risk conditions. A major public health concern in South Africa is risk behaviour among adolescents. There is a need for effective prevention programmes aimed at reducing risk behaviour and to develop capacity, build strengths and promote flourishing, which will not only enhance the quality of life, but will also provide strengths to buffer stress and risks.

Aim: This study aimed to evaluate the effect of an intervention to improve levels of psychosocial well-being and flourishing in a group of secondary school learners.

Method: A mixed-method design was used. An experimental (n= 64) and control (n=49) group of learners between the ages of 15 17 years of age form a secondary school participated. The intervention focused on the development of psychosocial wellness and flourishing via the implementation of skills linked to selected strengths, such as self-regulation, persistence, gratitude, perspective, enthusiasm, and kindness. The impact of the programme was assessed quantitatively (for example with The Mental Health Continuum-Short Form and The General Health Questionnaire) as well as qualitatively.

Results: Quantitative and qualitative evidence indicated that the well-being strategy contributed in some respects to increased levels of psychosocial well-being and a decrease in symptoms of ill-health in the experimental group as measured after the intervention and in particular during the follow-up assessment three months later.

Conclusion: The strengths- and skills-developmental focus of the intervention fostered psychosocial well-being and symptom relieve in a growth enhancing manner over time. Future research ought to examine what makes individuals more susceptible to benefit from well-being interventions.

TS-33: Cross-Cultural Studies 1

Time: Friday, 25/Jun/2010: 15:45 - 17:00

TS-33: 1

Age Differences in Life-Satisfaction: A Comparison of Four Cultures

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Life-satisfaction is often seen as one of three key aspects of subjective well-being, the others being positive and negative affect. Does life satisfaction change with age? Cross-sectional studies of life-satisfaction and age have yielded mixed results, with some finding no relationship, some reporting a positive linear association, and others a curvilinear relationship with life-satisfaction being lowest among those aged 45 and higher among people younger and older (Blanchflower & Oswald, 2008). Recently, Glenn (2009) rejected the latter view because of the use of inappropriate control variables, in particular marital status. Furthermore, age trajectories in life satisfaction may considerably vary across nations (Baird et al., 2010; Deaton, 2008).

In this study, the cross-sectional trajectory of life-satisfaction across the life span was examined over a period of 26 years (1982-2008) in four countriesEstonia, Finland, Latvia, and Sweden. The cross-sectional study used nationally representative samples of adults between ages of 15 to 99 years from European Value Survey, World Values Survey and the European Social Survey (total N = 39,420). Results indicated that in Estonia and Latvia, the overall relationship between ageand well-being was better described as a curvilinear with younger people having significantly higher levels of life-satisfaction than older people. More specifically, life-satisfaction displayed a U-trajectory with steadily decreasing from young adulthood until age 70 and then slightly increasing. In Nordic countries, however, the trajectory indicated that there was no relationship at all. Sequential regression analyses were performed to analyse the life-satisfaction trajectories through life-cycle while controlling for different demographic factors. Demographic indicators (entered as dummy variables) explained 15-17 percent of variance in the relationship between age and life-satisfaction in Estonia and Latvia (regained independence in 1991, dynamic economic growth until 2008) but only about 7-8 percent in Finland and Sweden (economically and politically stable societies). We demonstrate that the relationship is sensitive to its context and to which other variables were hold constant. Thus, we have to reject a general trajectory of life satisfaction while aging. However, as more control variables are hold constant, the closer the trajectories become U-shaped in age.

The results are discussed in terms of the determinants of life-satisfaction, including education, income, marital status, unemployment, and social change.

Cross-cultural studies of communal values: A post-communist East-European republic, a Nordic welfare state and a modern West-African society.

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In every culture there is a powerful set of ideals about collectivism and individualism and societies have to find a balance between individual independence and collective interdependence. Based on its own local historical and cultural traditions every society has to negotiate its own balance between individual and communal values. Conceptions of what makes a good life have thus in essential and fundamental ways to consider both individual autonomy and personal growth and the individuals partaking in developing, upholding and maintaining his or her community. During the last decades the degree of interconnections between various world regions has, due to modern communications and economic and financial interdependence between continents and regions, strongly accelerated. Conceiving globalization as an ideology or worldview, as a system of ideas and values circulating in the public realm influencing societies worldwide thereby defining and articulating local values and visions for social change, this study analyzes the influence of globalization on communal values and sense of community in three different societies: A postcommunist EastEuropean republic (The Czech Republic), a Nordic welfare state (Norway) and a modern WestAfrican society (Ghana). It is by means of language that communities and individuals internalize ideological assumptions and values. Consequently, language change is a powerful indicator of ideological developments and shifts in society. We will therefore analyze societal ideologies and value changes by analyzing language as used in public discourse, in particular media language. We have developed a non-obtrusive methodology that allows systematic identification of changes in language use over time; here increase/decrease over time in usage of words referring to communal values and sense of community. Searchable electronic archives of newspapers, available on the World Wide Web, provide comprehensive and representative data both for Norway (since 1984), The Czech Republic (since 1999) and Ghana (since 1997).

The World of Happiness

Leo Bormans

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Grazing through more than 3000 studies in the World Database of Happiness (Prof. Veenhoven, Rotterdam) I contacted a range of researchers in positive psychology. I asked them to describe in max. 2000 words what they have exactly learned through their research. The final selection contains 100 extraordinary extracts from more than forty countries. The result is a book (The World Book of Happiness) and a series of lectures and experiences (The World of Happiness): accessible and evidence based material with a global vision on people, organisations and countries. The World Book (450 p.) will be published in different languages and countries in October 2010. "A wonderful project" (Christopher Peterson) "I found it a pretty daunting task! If you had asked me for a scientific article, it would have been much less trouble. The World Book of Happiness is an amazing undertaking and it's an honour to be in it" (D.J.W. Strümpfer) "When I sat down to write my contribution something very unexpected jumped onto my screen! I had a great time writing this" (Robert Biswas-Diener)

Satisfaction with life across Europe and the relationship with value priorities: evidence from the European Social Survey.

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Are there values that are detrimental (or beneficial) to your well-being and health? The answer to this question would tell us a lot about human nature. Values (self-direction, conformity) are the most general goals we have. This study aims to examine the relation of values and well-being from a cross-cultural point of view, comparing people from countries which vary in terms of their wealth and cultural background.

Self-Determination Theory suggests that extrinsic goals, such as material possessions, fame and image do not fulfill basic human needs of autonomy, competence and relatedness and are associated with low well-being. On the other hand, cross-cultural researchers suggest that socioeconomic development, which increases personal freedom and democracy, leads to higher levels of well-being. Are there universal positive values for well-being? Or does the relation of values and well-being depend on social and cultural factors?

Based on data from the European Social Survey I analyzed the relationship between well-being and personal values in Bulgaria, Finland, Spain and Ukraine. Satisfaction with life was measured by 5 questions from the Well-being Module used in round 3 of the European Social Survey (ESS). Cronbachs alpha ranged from .81 to .85 among countries. Values were assessed with the Portrait Values Questionnaire developed by S.H. Schwartz for the ESS. Demographic variables (age, gender and income) were also considered for regression analysis.

Correlational analyses showed that in some countries life satisfaction was positively related with hedonism, stimulation, achievement and self-direction values (i.e. Bulgaria, Ukraine and Spain). However, the desire of wealth and power was negatively related with life satisfaction in almost all of the European countries with the exception of Bulgaria. In Finland, life satisfaction was positively related with self-transcendence values (universalism and benevolence); while in the other three countries universalism, benevolence, together with tradition and security values were negatively related with satisfaction. Accordingly, the effects of holding certain values seem to have different repercussions depending on the possibilities that each society offer.

Age differences in the Congruence of Actual Self-Importance and Perceived Cultural Importance of Values: Can it be an alternative to understand psychological well being across cultures?

__Yuen Wan Ho__[1], Helene Hoi Lam Fung[1], Kim-Pong Tam[2], Kimberly A Noels[3], Rui Zhang[3]
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Our study aims to integrate the psychology of cross cultural and aging studies to examine the age differences in value congruency. Research in cross cultural psychology has focused on actual self importance approach, which defines aggregated mean level of personal values as culturally important values. However, recent discussions have suggested perceived cultural importance approach can also measure cultural values by having participants rate their perceived importance of each value to other cultural members. Growing old is to mean individuals are socialized and internalized the core cultural values, older adults may show similar ratings on the importance of core cultural values between actual importance approach and perceived cultural approach compared to younger adults. Our current study adopts actual self importance and perceived cultural importance approaches to examine age differences in core cultural values among Canadians and Hong Kong Chinese.

In this study, the Canadian sample consisted of 76 younger (aged 17-31 years) and 41 older (aged 62-91 years) adults whereas Hong Kong sample included 58 younger (aged 18-23 years) and 35 older (aged 54-89 years) adults.

Participants completed the Schwartz Value Questionnaire (Schwartz, 1992) which covers 10 value types: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security. Participants rated the importance of each item on a 8-point scale (0 = not important to 7 = very important). These value types were categorized into two dimensions: agentic (power, achievement, hedonism, stimulation, self direction) and communal (universalism, benevolence, tradition, conformity, security).

Results showed that a significant Age X Ethnicity interaction were found for agentic dimension, $B = .12$, $SE = .02$, $b = .35$, $R^2 = .12$, $F(1, 205) = 30.30$, $p < .001$ and for communal dimension, $B = .11$, $SE = .02$, $b = .36$, $R^2 = .13$, $F(1, 205) = 33.46$,

p <.001. Younger Canadians showed significantly higher correlation profile between personal and cultural value than older Canadians for agentic (*M* = .41, *SD* = .30 vs. *M* = .24, *SD* = .35), *t*(69.29) = 2.54, *p* <.05 but not in communal dimension (*M* = .37, *SD* = .26 vs. *M* = .31, *SD* = .26), *t*(114) = 1.09, *p* = .28. However, older Hong Kong Chinese showed significantly higher correlation profile between personal and cultural value than younger Hong Kong Chinese for both agentic (*M* = .38, *SD* = .31 vs. *M* = .05, *SD* = .31), *t*(91) = -5.05, *p*<.001 and communal dimension (*M* = .45, *SD* = .23 vs. *M* = .07, *SD* = .27), *t*(91) = -7.00, *p*<.001. These findings suggest that younger Canadians valued agentic values as more important for their own and also for their perceived others than older Canadians. In contrast, older Hong Kong Chinese rated communal values as more important for themselves and also for their perceived Hong Kong Chinese than the younger counterparts did. This study highlights the cross-cultural comparisons to understand whether congruence between core cultural values measured by actual self important and those measured perceived cultural importance approach will provide theoretical bases to predict psychological well being.

TS-36: Interventions - who benefits?

Time: Friday, 25/Jun/2010: 15:45 - 17:00

TS-36: 1

The three levels of positive psychology and the social responsibility of psychologists: The case of empathy

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Introduction

Positive psychology studies three levels of human beings: personal, interpersonal, institutional. However, many handbooks focus mostly on the first level, i.e. individual.

Positive psychology could profit from studying the two other levels, which could increase its social and political usefulness. I use the concept of empathy as an example.

Interpersonal level

- In psychotherapy

Multiple evaluations highlight that, beyond the various theoretical orientations, the impact of psychotherapies is mainly due to therapeutic alliance. For example, a meta-analysis showed that empathy helps the patients thinking in a more productive way and facilitates the management of their emotions (Greenberg & al., 2001).

- In medicine

A review of 22 studies highlighted, for 19 of them, a significant correlation between a doctor-patient relation of confidence and the satisfaction of the latter one (Saultz & Albedaiwi, 2004). A good communication between medical personnel and patient leads also to better physical health. A review gathered 21 studies on the subject. 16 of them showed significant bonds between mode of communication and health improvement (Stewart, 1995). One possible explanation is the increase of observance dependent on the empathy felt by the patient (Kim & al., 2004).

- In teaching

Aspy and Roebuck (1990) observed that, comparing to peers of a control group, students whose teachers express a high degree of relational effectiveness obtain a better level of IQ, drop much less often and have a better self-esteem.

These two authors elaborated a program aiming to raise the level of authenticity, positive consideration and empathy of teachers. After the formation, there was practically no change in the control group school, while in the experimental group: the school gained nine rows in reading competence, had the lowest absentee rate of its history (8,8%) in 45 years of existence, vandalism decreased to a significant degree, the percentage of resignation among teachers passed from 80% to 0%;

Social and institutional level

- In justice

Restorative justices goal is to compensate for the wrong made to the victims and to contribute to maintain safety in the community (Lecomte, 2009). A major facet is that the aggressor listens to the suffering of the victim and is invited to engage him-herself on a way of empathy.

The results of restorative justice are impressive, when compared to those of traditional penal system. For example, a meta-analysis (Latimer, Dowden and Muise, 2001) shows that: the victims are much more satisfied; the delinquents respect much more their engagements; recidivism drops.

-      In international relations

Ralph K. White has elaborated the concept of realistic empathy in foreign affairs (White, 1970, 1986). For him, expressing empathy means understanding the thoughts and feelings of others, which does not mean necessarily being in agreement with them.

White highlighted, through several historical examples, that the absence of empathy between adversaries can lead them to war, even if none of them wants it, observation confirmed by Robert McNamara, former US Secretary of Defense (McNamara & Blight, 2003).

TS-36: 2

"Vulnerable" Individuals Benefit More from Positive Experiences: The Differential Susceptibility Hypothesis

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Most psychologists would nowadays agree that behavioral and psychological outcomes are generally a function of both nature (i.e. genes) *and* nurture (i.e. environment)rather than only one or the otherand that interactions between both account for why some individuals are more affected by developmental experiences than others. The classic vulnerability-stress framework which views some individuals as particularly vulnerable to adversity informs much of the research on such nature-nurture interactions. For example, adverse experiences (e.g., child maltreatment) are understood to cause problematic development (e.g., behavior problems) primarily when individuals have a genetic or behavioral vulnerability (e.g., short version of the serotonin transporter gene, difficult temperament). However, Jay Belskys evolutionary-inspired *differential susceptibility hypothesis* (Belsky, 1997; 2005) challenges this vulnerability-stress view, postulating that putatively vulnerable individuals may not just be especially susceptible to negative experiences but disproportionately benefit from positive ones as well. In other words, the same individuals that are more vulnerable to the negative effects of adverse experiences are also more receptive to the beneficial effects of positive experiences: they are more susceptible to both *positive and negative* experiences.

An extensive number of empirical studies suggest that such highly susceptible individuals are distinguished by specific characteristics which can be subdivided into three categories: (1) behavioral factors, (2) physiological factors, and (3) genetic factors.

After presenting the differential susceptibility hypothesis and selected illustrative empirical evidence for each susceptibility factor category, mechanisms of influence and potential implications will be discussed.

TS-36: 3

Positive psychology + prevention + phone = :-)

Karolina Stasiak, Sally Merry, Robyn Whittaker, Iain Doherty, Enid Dorey, Phillip Chao, Heather McDowell, Matt Shepherd

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We will outline our current project of developing a positive life skills programme (*MEMO: Positive Space*). We have developed a unique programme delivered via a multimedia-capable mobile phone with the aim of enhancing adolescents resilience and resourcefulness. We created the content purposefully combining positive psychology messages (i.e. *identifying own strengths, three good things a day - gratitude journal, making time for fun, being busy increases happiness, relaxation & mindfulness, creativity, connectedness to others, helping others, setting yourself for success, feeding positivity* etc) with more traditional cognitive behavioural techniques (known to decrease or prevent depression). We used social learning theory and social marketing to model and augment the learning.

From the outset, the development of the programme was driven by youth consultation. We undertook a collaborative and interdisciplinary approach with support from the creative industries to design an appealing and intrinsically motivating content. The programme is nine weeks long (2 messages a day) and has a mix of video messages (fictional story, teen diaries and celebrity endorsement), animations, text messages and interactive weekly challenges. A mobile website is used for consolidation.

The programme is currently offered to secondary high school students in Auckland, New Zealand, in a randomised placebo controlled trial (results expected in 2011). The focus of the presentation will be on the challenges of developing a universal programme that aims to be both promoting positive mental health and preventing illness and making it suitable

for the delivery via a mobile phone. Qualitative feedback from youth focus groups will be presented to show how the content was received and shaped during consultation. Furthermore, the proliferation and popularity of social networking and the ever increasingly intelligent devices will be presented as an opportunity to offer positive psychology skills cheaply and effectively on a population level.

TS-46: Leadership 3

Time: Friday, 25/Jun/2010: 15:45 - 17:00

TS-46: 1

New Insights on Developing a Positive and Productive Workplace Community: Lessons from Festivals

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Please see the attached document.

TS-46: 2

Organisational Climate, Employee Attitudes and Employee Well-Being: Understanding the Link between Positive Organisations and Positive Emotions Inside and Outside Work

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This study researches the relationship between organisational climate, employee attitudes, namely commitment and advocacy, and employee well-being at work and in life in general.

Recent research has applied Seligmans three dimensions of meaning, engagement and pleasure to the workplace and explored the links between well-being at work and employee attitudes such as commitment and job satisfaction (Money, Hillenbrand & Da Camara, 2009). Previously, research in organisational behaviour has confirmed significant relationships between employee perceptions of organisational climate and evaluative criteria, such as attitudes towards the organisation (James & James, 1989; Parker et al., 2003). This study therefore focuses on the relationship between perceptions of organisational climate and work-related well-being, evaluative attitudes towards the organisation and life well-being amongst employees. As such, the study aims to contribute towards an understanding of the interaction between positive institutions and positive subjective experience, which are two of the three pillars of positive psychology (Seligman, 2000), amongst employees both inside and outside work.

The paper reports data on a quantitative cross-sectional research study of employees in a major UK charity in 2010 (n=183).

Organisational climate is measured through the Organisational Emotional Intelligence Questionnaire which measures the organisations ability to communicate its vision and values, behave authentically, encourage innovation, involve employees in decision making and manage and respond to its employees feelings and emotions (Da Camara & Dulewicz, 2010, in print). Work related well-being is measured as employee engagement (Schaufeli, Bakker & Salanova, 2006) and meaning at work (Money, Hillenbrand & Da Camara, 2009). Life well-being is measured using a scale of life satisfaction (Higgs & Dulewicz, 2007). Attitudes towards the organisation are measured with Meyer & Allens (1993) scale of affective commitment and an advocacy scale from the corporate reputation literature (Hillenbrand, 2007).

The results of the study show significant relationships between organisational climate, employee attitudes towards the organisation and employee well-being. The study also finds significant links between well-being at work and in life in general. Implications for future research in the realm of positive psychology in organisations are identified.

TS-46: 3

Improving Personal and Professional Performance Using Positive Change Approach

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During the last ten years we have been helping people to improve their performance in professional skills and, in many cases, helping them to make decisions in their lives. Our job was conducted by using traditional Coaching tools. We cannot say that we didn't have good results - but the process it was very hard and many times so long.

At the end of 2006, we have introduced a process called Positive Coaching that was based on Appreciative Inquiry concepts and in a Potential Strenghts Evaluation. During last 3 years more than 120 people experimenting these method. Now a days we call the program Positive Change and it can be used for taking carreer decisons, improve performance, or to help people to be better in any specific personal issue.

The first difference between two approaches - and maybe the most important - is that in Positive Change Coaching program we first work with the participant to recover ALL strenghts that it was already succesfully used and experimented in the past. All of them are stated as Pillars of the Future Success. When the participant knows and feel secure about their strenghts we beggining the discussion of future scenarios. In wich place they should be in nexts months or years? In wich satisfaction state they should be?

We noted a lot of practical advantages in using these approach. The first one is the confidence level. In the Positive Change method people deep inside the program very fast. It is easy to start talking about positive things and results already experimented in the past. They feel very confident of the process and their self-esteem is higher.

In our experience we reduced the time to get participant involved in the process at least in 50% -it means that we use half of the time comparing with traditional coaching process.

Other great advantage is that when we start to discuss the points that should be changed (and in many cases they are negative points) the participants are invited to rescue all their potentials and strenghts and create a plan to use the same positive points to make the new changes. Here we have a great deal. The practical results of participants increased effectivily. When in the tradition coaching process we had a result of 5/10 it means that in 10 actions planned people achieved results in just 5 - now we have almost 8/10.

After the end of our coaching practice, 6 to 12 months later the participant evaluate the whole process. Here we have an incredible difference. Participants feel happier and more satisfied, 100% of them, that experimented both process - the traditional coaching with focus in solve negatives points and the Positive Change Coaching Process - said us that they prefer the positive approach.

Recently we are using also Neuroscience studies to demonstrate evidences that Positive Psychology is much more than a Motivational Program, wich results in a long therm effective change with great value to our each participant.

WS-17: The 'How to' achieve Greater Happiness in Committed Relationships: Imago Education and Imago Relationship Therapy

Time: Friday, 25/Jun/2010: 15:45 - 17:00

WS-17: 1

The 'How to' achieve Greater Happiness in Committed Relationships: Imago Education and Imago Relationship Therapy

Sam Lison

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Imago Relationship Therapy (Hendrix, 1988) is a deep, comprehensive delivery system for effective couples counseling. It is also a prime example of applied positive psychology: Imago sees the purpose of committed relationships as another divine opportunity to help people regain their original relaxed joyful healthy selves. The people we choose to be with us in our committed relationships are there to call us back to our original wholeness. This is a situation that serves those around us very well, and contributes to general psychological happiness, and advances positive living. Because we are all connected by a tapestry of being and what we do effects everyone else, so saving and enriching committed relationships strengthens the fabric of human well-being.

The purpose of Imago is to help people in committed relationships to develop safe and passionate relationships, for those at the beginning of the relationship to connect in the smartest way, and for those involved in the relationship to manage it in a mature, caring and enthusiastic fashion.

The primary tool is the Imago Dialog, characterized by mirroring [listening] and validation and empathy [understanding]. A series of these unique, deep and therapeutic dialogs cover the main aspects of developing a safe and healthy relationship.

Research by physiological measures on the Imago process is showing that during the dialog process relaxation and safety is achieved by the partners. Further research is showing that couples that have taken part in therapy and workshops report a significant improvement in important variables of a satisfying relationship

In the workshop, beyond learning theoretical and meta-theoretical aspects of Imago, participants will have the opportunity to personally experience Imago Dialog, here specifically aimed at enhancing greater happiness in relationships. In this way they will experience first-hand how Imago 'gives legs', provides the know-how, in achieving positive committed relationships.

WS-22: A positive pedagogy for learning about yourself and others - 'its fun and we learn things"
Time: Friday, 25/Jun/2010: 15:45 - 17:00

WS-22: 1

A positive pedagogy for learning about yourself and others - 'its fun and we learn things"

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Social and emotional learning (SEL) is becoming increasingly high profile as a way of addressing the relational issues that impact on learning, wellbeing and social inclusion. Although increasing attention is given to curricular content pedagogy makes the difference to effectiveness.

This presentation draws on both research and practitioner experience. We explore the differences between traditional and experiential pedagogies and give a rationale for giving students opportunities to experience, reflect, discuss and problem-solve to develop knowledge and sustainable skills in SEL. We clarify the value of promoting a strengths and solutions focus and a collaborative game-based approach which fosters positive emotionality and a sense of connection. Games are highly motivating for young people and non-threatening if not based on individual competition.

Circle Time Solutions (CTS) is a universal approach for whole classes. It is a pedagogy based in the principles of democracy, inclusion, respect and safety. It takes place on a regular basis. Pupils are mixed up out of their usual social groups and given agency to construct solutions and take whole class responsibility. Circle games are intended to build connection, knowledge and understanding. (Roffey, 2006) There are some students, however, who have particular difficulty and need a more intensive intervention. Small group games with a skilled facilitator can enable individuals to focus on specific aspects of SEL which they particularly need to develop. (Hromek, 2005)

The workshop will present on recent research on Circle Time Solutions (McCarthy 2009) and also give participants the opportunity to experience this pedagogy for themselves.

Finding Flow: Lessons Learned From Rock Band®

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There are two important preconditions to the positive psychological state of flow. First, there should be a balance between the challenges of the activity and the skills necessary to perform the activity. Second, both challenges and skills must be at a moderate to high level to experience flow. Despite the importance of these preconditions, very little experimental research has been undertaken to determine the nature of the relationship between challenge/skill balance and flow. Furthermore, there has been even less research that has investigated the association between optimal experience and optimal performance. The assumption is that individuals experiencing flow are functioning at a peak level. The current research set out to explore the relationships between challenge/skill balance, flow, and performance using an experimental paradigm. Specifically the research investigated the dynamic relationship between the inherent challenges and necessary skills to perform effectively while playing the videogame Rock Band®.

Using a variation of an event-base experience sampling method, 71 students, of differing skill level, were monitored as they performed ten songs that varied in their amount of challenge. After playing each song, the perceived challenge, experience of flow, and performance were assessed. Using hierarchical linear modeling, it was established that the perceived challenge of the song was curvilinearly related to the experience of flow while playing the song. Specifically, flow was experienced when the challenge of the song was at a moderate level, and not when the song was too easy or difficult to play. Furthermore, the relationship between challenge and flow was moderated by the skill level of the performer. Novices to the game did not experience challenge as enjoyable. In fact there was an inverse relationship between flow and the difficulty level of the song. However, skilled players experienced higher levels of flow when playing more challenging songs. Flow was also consistently and positively associated with within-individual performance.

The findings of the experimental study provide strong empirical support for Csikszentmihalyis theory of flow, as well as confirming the relationship between optimal experience and optimal functioning. The latter finding is discussed in the context of Fredericksons broaden-and-build theory, in that it supports the proposition that flow, a state of positivity, is associated with enhanced functioning. The results of the research are also discussed in terms of how videogames can energize behavior and the lessons that can be learnt from videogame tasks, particularly the implications for redesigning work tasks so that they induce high levels of flow and performance.

Promoting active adaptation and sense of coherence in people with mental health problems participating in talk-therapy groups: The participants' experiences

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Background: Research shows the significance of a salutogenic approach in treatment of different health problems including mental health problems.The theory of salutogenesis has been operationalised into salutogenic therapy principles in talk-therapy groups (Langeland et al, 2007). The main aim of the program is to get in touch with and use of internal and external resources. The program consists of 16 weekly two hours group meetings and home work. Results show a significant improvement in sense of coherence, the main concept in theory of salutogenesis (Langeland et al., 2006). However there is a call for more research and knowledge about salutogenic processes using qualitative approach

Aim: To increase knowledge about participants' perceptions of processes in talk-therapy groups based on a salutogenic approach.

Theoretical framework: The theory of salutogenesis consists of the core concepts sense of coherence, general resistance resources and appropriate challenges and the following five basic components or therapy principles; 1) the health continuum model; 2) the story of the person; 3) health-promoting (salutary) factors; 4) the understanding of tension and strain as potentially health promoting, and 5) active adaptation as ideal in treatment.

Method: A phenomenological-hermeneutic approach. A total of 13 participants have been interviewed during 2009 after having participated in talk-therapy groups. Each interview lasted between one and two hours. In addition they answered an evaluation form.

Results:The participants responded that the treatment had been very useful or useful for their everyday life and had greatly or very greatly contributed to better mental health. In addition a good and a safe leadership keeping the structure and the salutogenic philosophy were emphasized as very important. Further preliminary results indicate that the participants experienced a collective sense of coherence in the groups perceived as confidence to each other, helping and supporting each other. In addition they perceived universalizing of their mental health problems, thus contributing to a feeling of social integration. Further the experiences in the groups promoted their active adaptation outside the groups by increased participation and activity on other arenas.

Conclusion: The preliminary conclusion indicates that the participants perceived more self-confidence by getting more in touch with and use of their resources thus promoting active adaptation and sense of coherence.

Exploring adversity and growth in a community representative sample: Meaning in life was associated with increased life satisfaction

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Objective: Previous research has suggested that finding meaning in face of adversity (i.e., meaning-focused coping) is an important element that preserves mental health and well-being (Folkman, 2008). Some authors have suggested that finding meaning might even foster growth following adversity (e.g., Tedeschi & Calhoun, 1999). We evaluated whether trait life meaning might mediate the relationship between the occurrence of serious negative life events and life satisfaction in a national representative sample.

Methods: As part of the Spain-Coke Study on Happiness, a national representative community sample of men and women aged 18 to 65 years (N=3,000), completed questionnaires regarding life satisfaction, life meaning and the occurrence of major negative life events during the last year. Multiple regression analyses were conducted to test the moderation hypothesis.

Results: Life meaning significantly moderated the relation between the occurrence of negative life events and life satisfaction. In fact, participants who had faced adversity and had high scores in life meaning showed better life satisfaction than participants who did not suffer a negative life event.

Conclusion: Being able to find life meaning, despite having experienced a major negative event, is associated to high levels of satisfaction. Although it is not possible to determine the exact causal direction of this relationship, our data may reflect that, under some psychological circumstances, experiencing life adversities can enhance life satisfaction.

Family competence, psychosocial development and subjective well-being in the period of adolescence and adulthood

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Large theoretical and empirical effort has been devoted to subjective well-being (SWB) in the last decades. Two main components were distinguished: a cognitive component, corresponding to the individuals evaluation of their life satisfaction, and an affective component, corresponding to the predominance of positive affect over negative affect (Diener, 1994, 2000). Demographic and other correlates are also of intense interest. This study is focused in the family interactions as Beavers family competence theory states (Beavers and Hampson, 1993) and in psychosocial development (Erikson, 1968, 1980).

The article presents the findings of the longitudinal research, aimed at examining the relationship of the family competence, adolescents psychosocial development and the SWB in early adulthood.

The participants were 92 female students from two-parent families and their parents. The instruments used were: Family of Origin Questionnaire (Lewis, 1989; based on the Beavers Interactional Competence Scale), Wessman and Ricks Questionnaire (1966, cited in Lamovec, 1994), Satisfaction with Life Scale (SWSL, Diener et. al. 1985) and Positive and Negative Affect Scales (PANAS, Watson el al. 1998).

The cluster analysis separated clearly the families into two groups (less and more competent). The results of ANOVA confirmed also similar differences on the psychosocial development. In more competent families, all of the family members achieved higher results on psychosocial development, comparing with less competent families. The second part of the research (10 years after) is still in the process and we expect that there exists a relationship between the family competence, psychosocial development and SWB.

POS-03: 5

Goal Integration and Well-being: Self-Regulation through Inner Resources

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Past research and theoretical development have greatly advanced our understanding of the potential benefits of personality integration for individual well-being. Indeed, it has been shown that measures of personality integration predict self-actualization, vitality, openness to experience, self-esteem and subjective well-being. The present study focused on the combined influence of personality integration through the personal-striving goal construct, active-passive approach toward achieving ones goals, and inner resources on well-being. Through a self-questionnaire methodology, the sample consisted of one hundred and fourteen second-year undergraduate psychology students living in Spain, with 36 men (31.6%) and 78 women (68.4%). The mean age was 23.1 years (SD = 3.2). Through an ideographic goal assessment technique, the three-way interaction analysis showed that goal integration was related to more vitality, except when a person had both high inner resources and used active thinking in achieving goals. Here, the level of vitality remained very similar whether goals coherence was low or high. It was showed that inner resources combined with active thinking to function as a buffer for the possible negative effects on vitality. Overall results present active-passive thinking combined with inner resources as an influential factor in the relation between goal integration and well-being.

POS-03: 6

How can organizations contribute to a positive relation between work and family? The role of organizational reconciliation politics on work-family balance

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Introduction: Positive psychology applied to work should result in a compromise between the organization and the individual to improve the quality of work life. It is known by now that this quality is strongly related to family wellbeing or, to be more specific, to work-family balance. The aim of this investigation is to study the effect of organizational reconciliation politics on work-family balance.

Methods: our sample was composed by 321 bank workers. A set of instruments was applied, measuring work-family balance and organizational reconciliation policies (supervision support, health/social support, family support policies and work time flexibility).

Results: all the independent variables were strongly related to work-family balance (p<0,01).Supervision support and work time flexibility predicted significantly work-family balance (p=0,003 and p<0,001, respectively).

Conclusions: This results show how organizations can play a critical role on the wellbeing of people at work.

POS-03: 7

Multiple Roles Occupation: patterns of behaviours and their impact in work-family enrichment and balance

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Managing work and family responsibilities has become an increasing challenge in todays societies due in part to the changes in the roles of men and women in both workplace and at home. Dual-earner families are increasing and questions have been raised regarding how individuals and couples can balance family and work. Traditionally, research has been focused in the conflict and strain dual-earner coupless experience. Nevertheless, despite the barriers to conciliation, many dual-earner families seem to develop the necessary skills to deal with the challenge of family and work conciliation and show satisfaction with this lifestyle. Assuming that multiple roles participation has more benefits than costs, the aim of this work is to describe the adaptive strategies used by dual-earners to manage work, family and personal roles work-family patterns. Preliminary qualitative studies have shown that a positive outlook regarding work-family responsibilities and a positive view of the dual-earner lifestyle are crucial strategies. A second goal of this study is to analyse the impact of these distinct work-family patterns in work-family enrichment and in role balance. Two hundred individuals, part of dual-earner families responded to a paper and pencil survey. In order to characterize the work-family patterns, data reduction techniques will be performed. Multiple regression analyses will be used to test the relationship between work-family enrichment/role balance and work-family patterns.

The findings may help us expand the preliminary results obtained with the qualitative study and gain more insight about the association between work-family conciliation strategies and positive work-family outcomes.

POS-03: 8

On the diversity of folk morality: Measuring classical positions in moral philosophy

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Theory suggests that certain moral beliefs are crucial for happiness and healthy social relationships. But how do we decide what is right and wrong? To date, moral psychology has generally developed only simple views of the psychology of morality. In contrast, although there is still considerable debate, moral philosophers have developed numerous theoretical approaches implying highly diverse positions about the morality of certain actions. Do classical philosophical positions capture the folk experience of morality?

Following on recent research suggesting that folk morality is diverse (Cokely & Feltz, 2009; Feltz & Cokely, 2009), the current research attempted to document variation in (a) participants *own* perception of morality and (b) the extent to which participants used one of six core concepts to justify actions (i.e., four concepts reflected classical philosophical positions including Bentham, Hobbes, Kant, and Schopenhauer, and Religion and Intuition). Two hundred and fifty student participants (121 males) from the University of Granada were asked why a specific action would be morally *correct* or *incorrect* and which of the six concepts would be most adequate to justify the action. Participants evaluated these actions and responded on the likelihood they would behave similarly. Results indicated that participants agree on a variety of moral positions (i.e., participants showed diverse types of moral reasoning using most of the classical positions). Results also indicate that moral justification changes as a function of the presented situation.

Moral psychological research often reduces the moral philosophical debate into deontological and consequentialist theories. The present research contributes to a growing body of work suggesting that different people apply different moral concepts to different life situations. Implications for positive psychology, resolving moral disputes, and the adaptive nature of diversity will be discussed.

POS-03: 9

Personality, benefits of leisure activities and life satisfaction in female volunteers

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Jointing volunteer activities is very popular for Taiwanese female in the middle age. Can jointing volunteer activities make people more satisfied with their life is the main research question of the study. Three hundred and thirteen middle aged female were administered scales of volunteer activity involvement, benefits of volunteer activity (psychological benefit, biological benefit and social benefit), the five main personality factors (neuroticism, extravertion, agreeability, conscientiousness and openness) and life satisfaction.

Results indicated that the volunteer activity involvement, benefits of volunteer activity and four personality factors (extravertion, agreeability, conscientiousness and openness) were significant associated with life satisfaction. Volunteer activity involvement time, psychological benefit, biological benefit and social benefit can predict female volunteers life satisfaction. The psychological benefit of volunteer activity was the main factor influencing life satisfaction.

Although the effect sizes are mostly small, the evidence suggests that jointing volunteer activity has the potential to enhance the level of life satisfaction for middle aged female.

Positive life experiences and quality of life: an exploratory study

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Background: Positive emotions benefit people by enhancing well being & health; this has become increasingly evident in recent literature. However, there is limited evidence into the impact positive life experiences (e.g. achievement, vacation or childbirth) may have. In particular the meanings people ascribe to experiences and how they influence quality of life (QoL). Close relationships have been demonstrated between negative life events and outcomes such as poor health and impacted QoL (Archea et al, 2007), however, research on positive life experiences and how they influence QoL is limited (Davidson et al, 2006). Futhermore, measurements of QoL have been often limited to chronically ill patients and those in terminal care, and as such may provide a measure of negative QoL (Hyland, 1992). Without clear research on what is important for a positive QoL and the inclusion of healthy participants alongside disease populations (Sodergren & Hyland, 2000), holistic assessments of QoL cannot be fully established. The case is now pressing to improve existing measures of QoL that allow for the assessment of positive experiences and incorporate the upper end of well-being (Skevington et al, 2004). Furthermore, the results from the research could be used in the future to help understand these life experiences.

Aims: The objectives of this research were to explore the types of positive experiences that are important to people and to find out how positive experiences link with peoples perceptions of quality of life.

Methods: Semi-structured interviews with 32 participants were conducted. The interviews incorporated two QoL questionnaires; the WHOQOL-BREF and WHOQOL-SRPB (WHOQOL Group, 1998, 2006), and the results were thematically analysed.

Findings: The various contexts in which positive experiences occur were classified as achievements, positive relationships, and spiritual environments. This is useful in terms of future studies because it allows researchers to pinpoint specific contexts that may produce positive experiences. Furthermore 18 aspects of the WHOQOL questionnaires were discussed in terms of positive outcomes. In particular, the spirituality domain proved of considerable importance. The findings also revealed that frequently these positive experiences were turning points in participants lives and often led to a reassessment of values and priorities.

Discussion: The research also played a role in the validation of the WHOQOL as a multidimensional scale that allows for the measurement of positive experiences; in particular the spirituality domain. Therefore it could be used to measure outcomes from positive life events and the upper end of well-being. Further findings highlighted that participants were comfortable disclosing information about their positive experiences and rated the interviews as positive and rewarding afterwards. This has important implications and links with previous work on emotional disclosure (King & Pennebaker, 1998). The findings are interpreted within the theoretical frameworks of Broaden and Build Theory (Fredrickson, 1998, 2001) and response shift (Schwartz & Sprangers, 1999). The results from this exploratory work has led to current ongoing longitudinal research using a real time assessment to explore the fluctuations of QoL surrounding positive life events.

Professional Women's Work-Family Conflict and Mental Depression:The Moderating Effect of Spousal Support

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Work and Family are important aspects in adults life. In fact, female employment and dual career families are increasing year by year in Taiwan. For these professional women who have children, they still have too many household chores to do even though they have worked all day long. In this way, pressure from playing multiple roles causes physical and mental depression. Therefore, pervious study of work and family focus on positive views in recent year and begin to concern how the social support may reduce the impact of work-family conflict on individuals or families. In the present study, we focused on social support between husband and wife and hypothesized that spousal support would moderate the positive relationship between work-family conflict and mental depression.

In this study, participants were 219 female employees who have preschool children in Taipei, Taiwan. Their average age was 36. More than 80% graduated from college, 96% have less than two children, and 69% live in nuclear families. Hierarchical regression indicated that work-family conflict was positively predicted mental depression(=.27, p <.001) and spousal support was negatively predicted mental depression(= -.24, p <.001). The regression analyses also revealed that the interactive effects of work-family conflict and spousal support on mental depression was significant(= -.16, p <.01). Furthermore, the significant interactions were divided into high and low values (+1 and -1 SD). It showed, among high spousal support, there was significant negative association between work-family conflict and mental depression. In summary, the results supported our hypothesis indicated that professional women who supported by their husband would reduce the impact of work-family conflict on mental depression.

Resilience Training Intervention for Teenage School-Girls with Poor Attendance

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The aim of this programme (TG-RAP Teenage-Girls Resilience Attendance Programme) was to use an applied positive psychology approach to encourage teenage girls with poor school attendance records to engage with the demands of school. 43 girls (aged 14-16) attending two schools in the Middlesbrough area of Northern-England, identified with 25% below national average school attendance, were invited to take part. A range of measures, the PANAS and General Happiness Questionnaires, and techniques such as goal setting, savouring, expressing gratitude, best possible self, emotional energy zones, adversities in a hat, resilience training, linking thoughts and feelings and boosting self-esteem, were introduced over 8 separate hours of contact with the girls. The strategies and exercises used provided opportunities for the participants to apply and reflect upon the effectiveness of the techniques in difficult situations encountered in daily life. Initial results showed a significant improvement in school attendance; the complete results will be discussed during the presentation.

Sequential (Negative-Positive) Emotional Appeals in Emotional and Danger Control Processes

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Negative emotional appeals do not always help to reduce risk behaviors. We report two studies about a new strategy based on the presentation of appeals with mixed sequential emotions (e.g., sadness/fear-joy/relief). Study 1 shows that a mixed message generates lower post-message discomfort than an exclusively negative message; moreover, in this first study, reported probability of performing the risk behavior (*binge drinking*) in the future is also lower in the mixed condition. Study 2 replicates these results and relates them to the EPPM model (Witte, 1992). Here, the mixed emotional message again generates lower post-message discomfort than the negative one, and participants are motivated to control the danger (response efficacy is evaluated more positively in the mixed condition).

Strength Base Career Counseling in Chinese Culture

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This study aims to explore the influences of traditional Chinese Culture in Strength base Career Counseling. Strength based approach focus on ones positive ability and positive resource in life. In this study, research adapted the concept of Shutts Strength Base approach.. Two participants attended this research career counseling with Strength Base Career Counseling, and then to be interviewed. Thematic analysis was used in this study. From the analysis of counseling process and interviewing, the influences of Chinese culture perspective was found. The result was divided into two parts. The first part is from a clients stand about the therapeutic outcome that (1) in Chinese culture, early experience would have negative impacts on a person to understand his/her life environment; (2) Chinese are hard to find out positive perspective in counseling process; (3) A strength base career counseling provides a stimulation for Chinese in improving self-efficacy, self-confidence and self-identity. (4) The application or awareness was hard to implement in Chinese culture; (5)Strength base career Counseling provides more energy for a person to face the future than other career counseling. The other part is related to counselors intervention with Strength Base Career counseling. The result presents that: (1) In counseling process, counselor needs to notice more relationships focus in Chinese culture; (2) Counselor takes more time to transfer negative experience to positive perspective in counseling process. (3)Counselor needs more encourage in counseling process with Chinese clients. There are some suggestions for using strength base career counseling in Chinese culture which are noticing the limitation of education culture, considering early experience difference, using more specific explanation of positive resource, and more concerns on relationships and personal life environment. Finally, according to the findings and the conclusions of this study, the suggestions were addressed to counseling, education, and the future research.

Teacher-student relationship and personality development: A case study of analysis from the theory of positive psychology

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The background and the aims of study

The teacher-student relationship has been proved as a critical factor to students academic performance and development (Birch & Ladd, 1997; Hamre & Pianta, 2001; Murray, 1990; Pianta, Steinberg, & Rollims, 1995; Werner, 1990; Yoon, 2002). Enhancing teacher-student relationships is necessary to raising student achievement (Bergin & Bergin, 2009). However, one major problem in schools is to concentrate on academic goals rather than students and their development in Taiwan. Under the circumstances, the meaning of teacher-student relationship is examined from the theory of positive psychology to explore the influence to students learning and growth.

Methods

Based on the background mentioned above, a qualitative case study was conducted. The relationship of one sixth-grade teacher and her 32 students in Taiwan is analyzed from the perspective of positive psychology. In order to understand the nature of teacher-student relationship, classroom observations and in-depth interviews with the teacher and students are conducted. Related documents are analyzed as reference data. Data is collected from September 2009 through June 2010, coded and then categorized to identify the main themes and findings of the phenomena under investigation.

Results and conclusion

Several positive effects were found in the relationships, including being responsive to students, holding high expectations for students, helping students to be kind, and accepting one another, and their influences were further analyzed. Just as the metaphor made by John Dewey of growth and cultivation to illustrate the nature of education and teaching, students need the caring and cultivation positively from teachers is like plants need water and sun to grow properly.

In conclusion, caring for students prepares them to be receptive to learn better. Positive teacher-student relationships were strongly suggested to be a powerful way to improve achievement. More implications will be discussed to make contributions to practice and theory.

The Intermediating Effect of Role Balance on Spousal Support and Marital Satisfaction: A Study of Couples with Preschool Children in Taiwan

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Being as parents would bring a lot of stress for marriage couples. With the focus on strengths of individual and marriage, this study claimed that parents experienced multiple roles in child-rearing period might be good for them. It was because that the effort of balancing multiple roles would expand a person's abilities to become fully engaged in one's total role system. As to the strengths in marital system, this study proposed that spousal support played an important role. It might enable an individual to balance his/her roles, and thus increase marital satisfaction. The direct and indirect paths from spousal support to marital satisfaction were examined in the present study.

321 couples (642 individuals) live in a metropolitan area in Taiwan participated in this study. They were predominantly Chinese, highly educated (83% owned at least a college degree), and with average age of 37.

Findings of this research suggested that husbands scored higher than wives on role balance, spousal support, and marital satisfaction. Zero-order correlations among those three variables were all positive and significant for both husbands and wives.

Hierarchical regression analysis further indicated that after controlling gender , spousal support significantly predicted marital satisfaction (= .89$p.001$). It explained 37% of variance in marital satisfaction. When role balance was added into the equation, thevalue of spousal support significantly dropped to .76.   Role balance also significantly predicted marital satisfaction (=.55$p.001$) and increased 8% of explained variance in marital satisfaction. Given that spousal support also significantly predicted role balance (=.30$p.001$), the hypothesized direct and indirect paths from spousal support to marital satisfaction through role balance were confirmed.

Well-being as a specific function: the concept of positivity in works by L.S. Vygotsky

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The positive psychology changes the area of study from psychology of dysfunctions to psychology of happiness. (It was manifested in the concept of well-being.) So positive psychology pays more attention to positive psychological phenomena: positive emotions, virtues, etc. (Gable, Haidt, 2005; Seligman, Csikszentmihalyi, 2000). Such interpretation of positivity was criticized. There is theoretical and empirical evidence, that depression or grief in particular circumstances can be more well-being than happiness and joy (Held, Bohart, 2002; Held, 2004). There is a complex interpretation of well-being within PP as well. For instance, different types of were discovered (Segerstrom, 2006). The concept of future happiness was developed. (Gilbert, 2006). An opinion in the field evolved that negative emotions more than inappropriate joy can lead to future happiness.

To solve this dilemma we offer to enrich the concept of well-being by the concept of positivity, developed by Vygotsky. Contrary to Piaget, Vygotsky described egocentric speech positively by discovering specific positive features of egocentric speech, such as planning and regulation. Thus, Vygotskys positivity means the search of positive features in psychological phenomena and realizes in discovering their specific functions. Several arguments allowed advancing and verifying the hypothesis that egocentric thinking helps a child to acquire notional field actions, for example, intentions (Romaschuk, 2007; 2009). Thus, we suppose, the concept of well-being should include only such psychological phenomena, which possess specific functions. The modification of the concept of well-being makes the relations with other fields of psychology (for example, clinical psychology) more complex (Romaschuk, Skvortsov, 2009)

"The Magic Flow" – Optimal Experience and Telepresence during Cinema-Live-Opera

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First launched in 2006, the new product of cinema-live-operas (CLO) is becoming increasingly relevant for the opera market. Renowned opera houses, such as the Metropolitan Opera in New York (MET) broadcast live performances into Multiplex-cinemas all over the world. New and enhanced streaming technology and the rise of digital cinemas were the prerequisites for this new way of attracting a wider audience with high-quality art performances.

Previous research on CLO (Abfalter & Mirski, 2009) indicates the existence of moments of Telepresence feeling present in a certain setting, at a location other than the physical one (Ijsselsteijn et al., 2000) for some respondents. Alongside the phenomenon of Telepresence also hints on the existence of Flow during the experience of a live-opera-broadcast could be found (Abfalter & Mirski, 2009), which is consistent with the work of Csikszentmihalyi (1990) implying that experts can experience Flow through the consumption of art.

Although widely studied over the past decades, the influence of Telepresence on Flow has rarely been a subject matter. Novak & Hoffmann (2000) state that Flow is enhanced by Telepresence. The present study wants to review this assumption on the basis of CLO. Are CLO an adequate environment for Flow, are there interconstruct correlations between Flow and Telepresence and which prerequisites (e.g. expertise) have to be met in order to gain optimal experience in this very setting?

The questionnaire applied in this study used simple contingency questions on demographic characteristics and arts attendance behavior as well as 7-point-Likert scales concerning the respondents personal rating of constructs like Flow and Telepresence experienced, the personal impression of the performance and an adapted form of a scale by Swanson, Davis & Zhao (2008) to measure motives for arts performance attendance, including aspects like aesthetics, education and social interaction.

A pre-study was conducted in an Austrian cinema during the live broadcast of Jacques Offenbachs Les Contes dHoffmann from MET, starring e.g. Anna Netrebko. An experience sampling method could not be conducted due to the resulting inconvenience for the audience. Therefore the survey was done during the break, to still ensure that answers were given within a narrow timeframe. Which, as a resulting limitation, means that visitors (N=57) had not experienced the entire opera at that point.

Results already show highly significant correlations between the constructs Flow (Cronbach : .914) and Telepresence (Cronbach : .788). Also, significant differences concerning immersion and motives for the attendance could be found between frequent and first-time visitors. The results of the pre-study also lead to the assumption that younger visitors tend to experience Flow less than older respondents and that higher education leads to a better possibility for Flow in the context of CLO.

As this years cinema-live-opera season has just started, most of the planned testing-days are yet to come. The survey will be conducted again at the next performances during the following weeks (including e.g. the live broadcasts of Carmen and Simon Boccanegra) to increase the sample and therefore be able to deduce more accurate assumptions for the resulting paper.

Career profiling: A quantitative and qualitative approach to counselling for meaningful work experiences

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Background

Work is one of the key activities that people engage in during their lifespan and an important source of general well-being. For work to be healthy and fulfilling requires that individuals experience it as meaningful. Meaningfulness results from the satisfaction of the needs for purpose, value, control and self worth (Baumeister and Vohs 2005). For career seekers, a generic term for anybody having to make significant career decisions, it is important to have knowledge of their career dispositions and the characteristics of different career contexts. Such knowledge will enable them to assess the level and complexity of meaning that various combinations can offer and to make informed career decisions.

The process of career profiling gathers qualitative and quantitative information of both the career seeker (i.e. individual career dispositions) and the career context (workplace demands and characteristics) and uses a quantitative matrix system to match the data sets. The qualitative evaluation of the different matches allows for the assessment of the level of meaning to be expected in the workplace. In this way career seekers are assisted to understand the implications of their career decisions in terms of personal fulfillment and happiness.

Aims of the paper

The aims and method of the paper will be to:

- Present the theoretical underpinnings of the process of career profiling.
- Illustrate and evaluate the process of career profiling with a case study.

Results and conclusions

The outcome of the case study will show the validity of the social constructivist career profiling approach to career counseling.

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POS-03: 20

Personality and well-being: Toward a comprehensive structural theory of the non-cognitive domain of personality

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The background

The recent research of the higher-order factors of personality, including the general factor of personality (GFP), raised new questions and problems in the understanding of the relations between personality and well-being. The current investigations indicate a strong connection between the GFP and the general factor of well-being (GFWB). Therefore, a hypothesis could be formulated suggesting a comprehensive structural hierarchy that integrates the basic dimensions of the personality and well-being.

The aims of study

A multivariate study was designed in order to establish the structural relations of the basic dimensions of personality and well-being.

The methods

Different multivariate analyses were performed including factor analyses, cluster analyses and analyses based on the structural equation modeling (SEM).

The results and conclusions

The multivariate analyses of personality and well-being revealed a clear structural hierarchy of the shared dimensional space. A powerful general factor at the apex of the pyramidally shaped structural hierarchy loaded all most important dimensions of personality and well-being. This factor subsumes both GFP and GFWB and probably represents a very general personality dimension underlying the entire non-cognitive part of the personality. Very probably, this dimension is cross-culturally stable and has also deep biological roots manifested in the evolutionary, genetic, and neurophysiological aspects.

Review and comparison of affective family factors in prevention of drug abuse in view of university masters, mental heath specialist and families (Iran)

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Aim: 1- To find affective family factors in prevention of drug abuse

2-Review and comparison view of university masters, mental heath specialist and families   .   Which have addicted child.

Methodology: This study is under semi experimental category. 180 persons were selected as sample of the research and the data were analyzed by multi variable variance (MANOVA) and shefe follow up test.

Finding: After a pre-view based on psychometric principles, 9 groups of factors realized as affective family factors in prevention and their position of groups view areas follow ;

-University masters: knowledge, third prevention, emotional atmosphere, history, second prevention first prevention, attention to the youth characteristic, structure and economic, social level

- Mental heath specialist: emotional atmosphere, second prevention, knowledge, first prevention, third prevention, structure, history, attention to the youth characteristic, economic and social level

- Families: emotional atmosphere, attention to the youth characteristic, history, structure, knowledge, third prevention, second prevention, economic, social level and first prevention

  The results show in both categories knowledge and first prevention, difference between families and experts points of view in the level p<0/01is meaningful , it means that the experts receive these two categories more important than families in reduction of tendency to drug abuse

Conclusions: There are 9 grope of affective family factors in prevention so there is a difference on their ranking significantly.

The Development of Hope Scale for the youth

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The main goal of this study is to develop a new hope scale for the youth and to initially explore the impact of hope in local context. Based on the Snyders hope theory, we figured out five core constructions of hope which are hope, interview pathway thinking, agency thinking, possibility, self-evaluation and emotions through a focus group interview. We tried to choose 22 items for the pilot study, and then decided to remove three items to improve the coefficient of internal consistency. The 3component scores include the following: whole hope, possibility and Self-evaluation. The scale consisted of 19 items which used the Likert 6-point scale.

We chose 292 elementary school students and high school students to conduct the pilot study through the stratified random sampling method, and the formal scale had 19 items finally.

In order to build a formal scale, we used the purposive sampling to get 756 students to test the reliability and validity. The Cronbach coefficients of Hope subscales for the youth ranged from .78 to .91, and the Cronbach coefficient of the whole scale is .94.

In criterion-related validity, the Hope Scale had a good discriminant validity and convergent validity, when it test with another hope scale and the depression scale for the touth.In general, the reliability and validity were satisfactory. Finally, the application of the Hope Scale and the suggestions of the future study were discussed.

Key words: hope theory, hope, agency thinking, pathway thinking

The parent-adolescent relationship and the emotional well-being of adolescents

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The aim of this research that was conducted at two secondary schools located in the Gauteng province of South Africa was to study the effect of the parent-adolescent relationship on the emotional well-being of the adolescent. A quantitative cross-sectional survey research design was followed. Convenience sampling was used. Participants included grade 9 to 11 learners who fitted the selection criteria. Data collection took place by means of the following validated questionnaires:

To determine the parent-adolescent relationship: the Inventory of Parent and Peer Attachment (IPPA) of Armsden and Greenberg (1987), the Parent-adolescent Communication Scale (PAC) of Barnes and Olson (1982), the Family Satisfaction Scale (FSS) of Olson and Wilson (1982); to determine the emotional well-being of respondents: the Emotional Intelligence Scale (EIS) of Schutte, Malouff, Hall, Cooper, Golden and Dornheim (1998), the Fortitude Questionnaire (FORQ) of Pretorius (1997), the Affectometer (AFM) of Kammann and Flett (1983) and the General Health Questionnaire (GHQ-12) of Goldberg and Hillier (1979). Descriptive statistics indicated that the means and standard deviations found in this study correspond well with those reported in literature. The reliability coefficients for measuring instruments were good and all the instruments were valid for use in this research group. The scales used showed high significantly positive and negative correlations that were consistent with what was theoretically expected. The results firstly indicate that the majority of adolescents in the research group rate their relationship with their parents positively although significant differences between genders on family satisfaction and between cultures on parent-adolescent communication were found. The results secondly indicate that the parent-adolescent relationship is a predictor of the emotional well-being of this total group of adolescents and attachment-anger and family satisfaction-cohesion are the best predictors. Significant differences between genders on emotional intelligence and fortitude and between cultures on emotional intelligence, fortitude and positive affect were found.

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The Relationship between Religious Orientation (Internal-External) and the Ways of Coping Stress in the Students of IAU, Abhar Branch

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This study explored the relationship between religious orientation (internal-external) and the ways of coping stress (problem-based & emotion-based) in the students of IAU, Abhar Branch. Religion with internal origin is comprehensive and has well-organized principles; however, religion with external origin is a device to meet needs as relaxation, sociability, security, self-justification and job position.

The research design was casual-comparative and the sample size included 250 BA and Associate Degree students that were chosen randomly in 1384 studying in different majors in IAU, Abhar Branch. Research instruments were Alport Scale of Religious Orientation (internal-external) (ROS) and Lazarus Folkman Confrontive Coping Scale (WOC). After test administration, 50 students that had the lowest scores were known as internal religious-oriented; and, 50 students who got the highest scores were known as external religious-oriented. Then, the coping ways (problem-based & emotion-based) in the two groups were considered. T test was implemented to analyze data.

The findings, on the whole, approved the research hypotheses asserting that students with internal religious orientation used the problem-based coping way in a higher degree than external religious-oriented ones. Also, the external religious-oriented students used the emotion-based coping way more than the counter group. In relation to the four minor research hypotheses, there was a significant difference between the means of the two groups with internal and external religious orientation in each of the sub-scales of the emotion-based coping way (confrontation, self-control, escaping and avoidance).

POS-03: 25

The study of The coping with life crises and resilience factor to Foreign Bride

Iing yu cheng[1], Chu Hui Chuang[2]

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The study of The coping with life crises and resilience factor to Foreign Bride

Cheng, Ling-Yu National Changhua University of Education, Taiwan

Chu, Hui-Chuang National Taiwan Normal University, Taiwan

This study was designed to explore the coping with life crises and resilience factor for the Foreign Bride with Southeast Asias women. In this study, three participants who married to Taiwanese man and lived in Taiwan over 5 years, and then to be interviewed. This study want to understand the coping of crisis process in there marriage life and understand how they perceive crises, how to respond those crises and to carry out personal resilience process. The data collection was used individual interviews with the main recording, and the data analysis was followed the qualitative research principles of open coding analysis.

The results of this study found : (1) international marriage life crises include: differences in living environment (language, culture), and interpersonal resources was weak, and social isolation, alienation-laws issues, parenting issues. (2) the factors of resilience include: personal factors (good social skills, good problem solving, positive attitudes and beliefs), family factors (support from her husband, relationships, warmth and positive), and social environmental factors (social environment friendly, participate in community activities). Finally, according to the findings and the conclusions of this study, the suggestions were addressed to counseling, and the future research.

INV-SPK-08: Ruut Veenhoven

Time: Saturday, 26/Jun/2010: 08:30 - 09:15

INV-SPK-08: 1

Why are the Danes happier than the Dutch?

Ruut Veenhoven

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As creator of the World Happiness Database and as a Positive Psychology leader, Ruut Veenhoven offers a sharp view on social conditions for human happiness.

Happiness in the sense of subjective enjoyment of ones life-as-a-whole is something that people have in mind, and that can be measured using questions. A common survey question is: Taking all together: how satisfied are you with your life these days? Please indicate in a number from 0 to 10. Responses to that question differs much around the world, e.g. an average of 3,0 in Zimbabwe and 8,3 in Denmark. What is the reason for these differences? Is it in things beyond our control, such as genes or climate? Or are the differences due to things we can change, such as society.

Research shows that most of the difference can be explained by societal factors. People live happiest in the economically most developed nations that are well governed and allow their citizens a lot of freedom, in short, in modern multiple choice society. This explains the difference between developing and developed societies, but leaves us with the question why there are still sizable differences in average happiness within the developed world, such as 6,7 in France and 8,3 in Denmark. Are these differences due to things we can change?

A particular case in this context is the difference between Denmark and the Netherlands. Average happiness was about the same in both countries in the early 1970s, but over the last 30 years average happiness has risen about half a point in Denmark, while it remained at the same level in The Netherlands. This change cannot be due to climate or genes, so it is likely to be in societal things. Inspection of the available data shows that the Danish society does currently better on several aspects, e.g. even less corruption than in The Netherlands and there are also indications of greater improvement over time. Another noteworthy difference is that the Danes invest more in psychotherapy.

INV-SPK-09: Alex Linley

Time: Saturday, 26/Jun/2010: 09:15 - 10:00

INV-SPK-09: 1

The future of Positive Psychology – promises and perils

Alex Linley

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In this talk former President of ENPP, Alex Linley, takes a critical look at possible futures for Positive Psychology. The qualified use of scientific break-throughs will be discussed by one of the field's foremost practitioners.

SYM-08: Personal potential as the basis of self-determined positivity

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

SYM-08: 1

Two sides of personal potential in achievement situation

Elena Mandrikova[1], Dmitry Leontiev[2], Evgeny Osin[3], Elena Rasskazova[4], Anna Plotnikova[5]

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Two sides of human autoregulated activity are goal seeking and goal attainment. This duality has been best conceptualized in Rubicon model (H.Heckhausen, J. Kuhl, & P. Gollvitzer). In line with this model, we distinguish two general phases of autoregulation cycle, self-orientation and attainment, that refer to different subsystems of personal potential (Leontiev, 2006). The present study was aimed at differentiating personality variables referring to these two subsystems.

The participants were 34 applicants (16 women and 18 men, age 23 to 42) for the competition announced by Rosbank, a major bank in Russia, and FK Manager magazine. They competed for the free MBA course, solving professional tasks and, additionally, filling a number of psychological inventories.

Factor analysis provided a 4-factor model explaining 61% of variance. Two factors conformed well to the theoretical description of the two personal potential subsystems: F1 to the self-orientation potential (purpose in life, goal-directedness in activity self-organization, hardiness commitment, present time orientation, tolerance for ambiguity), and F4 to the attainment potential (autonomous causal orientation, general hardiness, personal dynamism, action orientation in implementation, positive past). F2 referred to technical competence of rational planning, and F3 to rigidity. The only significant correlation between the first-order factors was F1 x F4; r=.51; p<.005; hierarchical factor analysis revealed the single second-order factor, embracing F1 and F4 with the most heavy loadings on purpose in life and on all the components of hardiness, that seems to be the personal potential factor.

Cluster analysis of the sample revealed 3 clear clusters: (1). F1 below average, F4 average, F3 above average (self-orientation deficit, rigidity); (2) F1 average, F4 below average (implementation deficit, indecisiveness) and (3) both F1 and F4 above average (perfect autoregulation). The data, though preliminary, encourage the further development of the model.

Personal potential as predictor of well-being and academic achievement in university students

Tamara O. Gordeeva[1], **Eugeny N. Osin**[2], **Dmitry A. Leontiev**[1]
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Background. Personal potential is a new theoretical framework proposed to explain the mechanisms of psychological well-being and achievement (Leontiev et al., 2007). It refers to a system of stable personality variables enabling people to act in ways that lead to desired outcomes in various life domains. Positive thinking, a concept proposed by Goodhart (1985) and recently studied by Caprara & Steca (2005, 2006), is one of its important core components. We differentiate between three sides of positive thinking: positive self-esteem, optimistic explanatory style about positive and negative life events and optimistic orientation towards the future. The relation of positive thinking to subjective well-being and academic performance was hypothesized to be different. For instance, it is known that optimistic attributional style is a reliable predictor of well-being, but is inconsistently related to academic achievement (Peterson, Barrett, 1987; Satterfield et al., 1997; Gibb et al., 2002).

Two studies were undertaken to find out how three parts of positive thinking are related to subjective well-being and academic achievement in high school and university students.

Study 1. Methods. High school students (years 10 and 11) (N=205) participated in the study. Positive thinking was measured using Attributional Style Questionnaire (ASQ, Peterson et al., 1982, Gordeeva, Osin, Shevyakhova, 2009), dispositional optimism scale (LOT, Scheier, Carver, 1985), and self-esteem scale (Rosenberg, 1965). Subjective well-being was measured using Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) and trait Depression Scale (Ritterband & Spielberger, 1996). Self-reported grades on 4 subjects were used as indicators of academic achievement.

Results. All three components of positive thinking were positively associated with well-being, as well as academic achievement (except for attributional style for negative events). Using structural equation modeling, optimistic attributional style was shown to be a mediator in the relationship between dispositional optimism and academic achievement, as well as between self-esteem and academic achievement.

Study 2. Methods. First-year college students from natural science departments of Moscow State University (N=166) participated in the longitudinal study. The same measures for positive thinking were used. Well-being was assessed one year later using Satisfaction with Life scale (Diener et al., 1985) and Subjective Vitality scale (state and dispositional versions, Ryan & Frederick, 1997). Academic grades at the end of the next two semesters and the number of exam retake attempts were used to measure academic success.

Results. Again, different associations with achievement were found for optimistic attributional style for positive and negative situations: only the former positively predicted academic achievement, although both predicted well-being. In contrast to the attributional style, dispositional optimism was negatively related to academic success, although positively related to well-being. In addition, dispositional optimism was positively associated with repeating an examination.

Conclusions. Results of both studies provide evidence of the dual nature of optimism and of the need for separate analysis of explanatory style for good and bad events. Results are discussed within the conceptual framework of personal potential, suggesting that its aspects essential for academic achievement and for well-being may have interrelated and distinct features that need to be studied in more detail.

The role of personal potential in overcoming life adversities

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Even the most tragic events in our life are not equally fatal for everyone. We suppose that the impact of live adversities on individual life and well-being will be mediated not only by the available external resources like social support, but also by internal resources of personal potential that can mediate or buffer the impact of negative life circumstances of even transform it into a personal accomplishment (Frankl, 1969).

The participants were a sample of physically challenged university students and a control group of physically unrestricted students. We assessed their experience of traumatic events, and applied a number of well-being and personal potential measures. We studied satisfaction with life (Diener et al, 1985), subjective vitality (Ryan, Frederick, 1997), hardiness (Maddi, 2001), tolerance to ambiguity (McLain, 1993), coping-strategies (Lasarus, Folkman, 1984), posttraumatic growth (Calhoun, Tedeschi, 2006), social support (Sarason et al, 1990), general health (Goldberg, 1992) and purpose in life (Leontiev, 1992).

Physically challenged participants had significantly lower level of satisfaction with life, hardiness, tolerance for ambiguity and purpose in life than the control sample. Surprisingly, no differences were found in subjective vitality, general health and posttraumatic growth. Reappraisal coping strategy was significantly stronger in physically challenged students than in control ones.

The connections between internal and external resources and coping strategies differed in the two samples. The control participants tended to use more coping in case of lacking personal resources, while physically challenged ones, on the contrary, used more coping in case of higher internal personal resources. Comprehension and elaboration of traumatic experience strengthens the personality in both cases, but in physically challenged students positive reappraisal of trauma (posttraumatic personal growth) works mostly through the strengthening coping strategies, while in control students it directly affects internal personal resources.

The results seem to support the hypothesis that it is personal potential that mediates the impact of adverse life circumstances and helps us to make the best from the worst. Physically challenged university students, however, develop their personal potential in other ways than control students.

Interaction, autoregulation, personal potential: toward a functional approach to self-determined positivity

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As the popular saying teaches, there are three aspects of the individual-world interaction: changing what one can change, standing what one cannot change and telling the one from the other. These three capacities make the basis of what is called self-regulation, or autoregulation (J. Valsiner). that is the same, but without presuming the instance of Self. Autoregulation is the most general explanatory principle that says that the behavior of goal-directed living or artificial systems is directed by the feedback from ongoing results of its activity as compared to the desirable anticipated ones (Bernstein, 1929; Rosenblueth, Wiener, & Bigelow, 1943). This seems to be the only way of moving towards the better.

We assume that autoregulation serves as the basis of self-sustained and self-determined positivity. It can be most broadly defined as the functional capacity of moving from less desirable outcomes to more desirable ones through ongoing monitoring and change of the current activity. Personal potential refers to the system of stable personality variables that account for the successful autoregulation in various domains of living, i.e., seeking and maintaining the way of acting leading to the desired outcomes and changing the way of acting leading to different outcomes.

The theoretical model of personal potential describes it as consisting of three intertwined subsystems: the self-orientation potential that accounts for the capacity to construe, compare, and choose optional goals, and disengage from a goal; the attainment potential that accounts for the accomplishment of an accepted goal; the self-maintaining potential that accounts for keeping ones integrity and self-orientation under external pressures and other unfavorable obstacles. Empirical research reveals a number of personality variables that mediate the influence of external factors on well-being and consistently predict more positive outcomes in different situations, among them autonomy, hardiness, tolerance for ambiguity and subjective vitality.

Personal potential of successful entrepreneurs and top executives

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The empirical studies of highly successful individuals are rare due to methodological difficulties in reaching such samples; few successful studies of this type are referred to time and again. Using a favorable opportunity, we attempted to shed some new light to the still controversial issue of relationships between financial prosperity, personality, self-fulfillment, and well-being.

Our aim was to investigate the role of personal potential variables as eventual correlates of business success and well-being on successful business owners and top executives. as in effective business and financial well-being on the model of owners of businesses.

A sample of owners of businesses estimated between \$5M and 2B in Russia and a sample of top executives of the businesses of the same range filled Russian versions of Satisfaction with Life Scale (Diener et al, 1985), Dispositional Vitality Scale (Ryan & Frederick, 1997), Tolerance for ambiguity scale (McLain, 1993), Hardiness survey (Maddi, 1998) and Noetic orientations test (Leontyev, 2000). The third sample of working adults of the same sex, age and educational level was used as a control sample for comparison.

Comparing to controls the owners of businesses were significantly more, and executives less satisfied with their lives (p<.05). Executives revealed also lower vitality than controls. On the contrary, business owners were more ambiguity tolerant, higher in vitality and hardiness, especially its commitment and challenge components, and tend to perceive their lives as more interesting and meaningful than both executives and controls. In controls and executives satisfaction with life was predicted by dispositional variables; in business owners no predictions could be made.

The results show that the personal potential variables that refer to the capacity of acting in highly stressful and unpredictable conditions of business are highly predictive for business success and well-being in business owners/creators. In this sample financial success, self-realization, subjective well-being and personal potential tend to merge. This is not the case in executives who dont own the businesses they manage and psychologically are far from the optimal state despite financial prosperity. Self-determination thus seems to mediate the relationships between personal potential, environmental conditions and well-being.

SYM-13: The Wisdom of Heuristics: Better advice from simple processes.

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

The Wisdom of Heuristics: Better advice from simple processes.

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In the framework of positive psychology, wisdom is a concept of ideal development on the individual and collective level. In practical terms it is giving good advice or finding meaningful solutions to complex life problems. Folk and scientific theories alike hold that wise decisions are those that rely on more thorough information search during reasoning. However, wisdom has also been recognized as crucial for uncertainty management. Moreover, research shows that many decisions under uncertainty can benefit from the use of simple decision processes, i.e., fast and frugal heuristics. Can wise decisions also be made using simple heuristics?

Drawing on a modified version of the Berlin wisdom paradigm, individual differences were measured (e.g., wisdom, intelligence) and participants were presented with a complex two alternative advice-giving task (e.g., whether or not one should leave a career). Participants were asked to provide as much good advice as was possible in a limited amount of time and had the option to search through more or less information before making a decision. Two stimulus environments were created and manipulated within-subjects, wherein wise decisions required either more or less information search. Results indicated high agreement that wise choices sometimes resulted from simpler processes (i.e., a heuristic similar to take the best). Intelligence was also found to predict wisdom as measured with standard scales and information search adaptivity (e.g., searching less when appropriate).

Contrary to commonly held beliefs and theory, results provide the first evidence that wisdom is not necessarily about knowing more. Instead, in our complex and fundamentally uncertain world wisdom is also about knowing what to ignore. Implications for positive psychology, the development (and measurement) of wisdom, ethics, and the design of wiser decision environments will be discussed.

TS-10: Media

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

EMOTIONS IN COURTING: COMPARISON BETWEEN THE REPRESENTATION IN A TELEVISION SHOW AND THE EXPERIENCE REPORTED BY ADOLESCENTS

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Background and aims

The courting, to court and to be courted, is an important experience in adolescence when it often occurs for the first time. This exploratory study aims to compare the representation of emotions in a television show where men court women and vice versa with emotions reported by adolescents in they own experience.

Methods

It was identified the television show Men and Women as followed by Italians adolescents. Ten daily episodes in a row were video-registered, and then two different observers assessed emotions expressed during courting.

A self-report questionnaire was administered to a sample of 186 adolescents attending high schools to explore frequency of emotions in different settings, included courting, and the level of Psychological Well-Being.

Results

In the television show were represented both negative emotions - as anger and envy - and positive emotions - as joy. Adolescents of our sample reported different emotions, prevalently joy and embarrassment. Gender differences came out: young women reported more courting experiences and express more frequently emotions than young men. Some differences was found due to levels of Psychological Well-Being.

Conclusions

In the television show examined courting seems to be characterized by competition while for the adolescents it seems to be an experience of joy. Even when the television wants to show life experiences, it is affected by the search for audience.

TS-10: 2

Media, Mood, and Meaning

Katalin Halom

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Media, Mood, and Meaning

Though television is losing terrain to the new social media as the chief source of news and diversion for millions, it still deeply influences the emotional well-being of many. The daily diet of catastrophes, murder, genocide, and the like, combined with the advertised notion that great success is within the easy reach of anyone (you just have to want it) generates a sense of dejection and feelings of inadequacy in susceptible viewers. Or equally negative, it results in callous apathy in many, for whom empathy and/or sober analysis are beyond their emotional or mental scope.

With twenty years experience as a television news researcher and nine years working with an international clientele as a business mentor and coach, I have firsthand experience of the effects of the mediaespecially televisionon life satisfaction and decision-making abilities of regular viewers. My speech, *Media, Mood, and Meaning*, shows:

· How the news reports are made more palatable for daily consumption by tweaking them here and there
· What influence regular TV watching has on my clients self-confidence and their goal-setting abilities
· How people can resurface their sometimes unconscious but real intentions from the blinding effects of the media.

The nearly inescapable onslaught of the media vying for the attention of each and everyone presents an ongoing challenge for both client and coach/mentor. This presentation will ultimately reveal how coaches and helping professionals can work co-actively with their clients to determine realistic and feasible solutions to the media dilemma.

TS-10: 3

Positive Psychology at the Movies

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The medium of film, more than any other art form, is able to portray the subtleties of the human mindthoughts, emotions, instincts, and motivesand their impact on behavior. This makes positive psychology movies a natural vehicle for examining character strengths and how they are developed and maintained. The criteria for a positive psychology movie will be reviewed, particularly in the context of social learning and modeling. These help explain the enormous potential of the value of films as a teaching and learning tool and change agent. Indeed, the research that exists on the use of movies in the classroom and clinical setting is positive and promising.

As the great Swedish filmmaker Ingmar Bergman once said, No art passes our conscience the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls. Clearly movies catapult viewers into useful emotional states of fear, anger, joy, sadness, and perhaps most important for positive psychology, elevation. Research indicates that feelings of elevation (elicited by witnessing another person perform virtuous acts) involve a motivation to help others while emerging research takes this a stop further indicating that elevation increases altruistic/prosocial behavior. This has important implications for movies by what has been termed cinematic elevation. Implications for not only the moviegoer but also for practitioners and instructors who use movies with clients and students will be discussed.

The presentation will blend lecture, movie images and clips in an effort to educate participants about character strengths, cinematic elevation, and the universality of this medium to provide benefit to practitioners clients and ultimately to improve society.

TS-21: Positive Health 2

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-21: 1

Home and well-being: Perceptions of persons living with a disability

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Background- The relationship between people and their homes has considerable influence on their well-being (Evans et al., 2000; Sigmon et al., 2002). This may apply particularly to persons with disabilities, whose homes can seriously affect their autonomy and social participation (Ferguson, 1988). The importance of adapting housing to facilitate activities of daily living and accessibility has been demonstrated (Fänge & Iwarsson, 2005). However, very little is known about how disabled persons perceive their homes overall contribution to their well-being. To study this question from a positive stance, we adopted the theoretical framework of psycho-environmental potential (Jutras, 2002; Steele, 1973), according to which any residential setting must meet six needs: shelter and security, social contact, symbolic identification, task instrumentality, pleasure, and growth. **Aim**- To describe features of residential well-being, exploring perceptions of physically disabled persons. **Methods**- 31 persons with spinal cord lesion were individually interviewed about how their home meets the six specific needs thus contributing to their well-being. Their open answers underwent content analysis from the perspectives of needs, home features and objects. **Results-** Relationships between well-being and home were mainly perceived in terms of sense of ownership and personalisation, privacy, atmosphere and aesthetic, relaxation. Size and layout of the home and rooms, as well as access to facilities and belongings, were significant features. Respondents emphasised the importance of the bedroom, the only room associated with satisfying each of the six needs. Objects sustaining well-being were mainly related to recreational or professional activities. **Theoretical advancements**- The study provides new knowledge about enabling environmental conditions that may contribute to well-being. Examining how disabled persons perceive residential well-being offers insights into what makes life most worth living. Moreover, positive psychology may reinvigorate research in rehabilitation and environmental psychology.

TS-21: 2

Urbanization and Psychosocial Wellbeing: The case of Rural versus Urban Health

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Background: The impact of urbanization on health needs to be studied in order to inform health policies and programmes. Rapid urbanization is taking place in developing countries with both detrimental and beneficial effects on health and quality of life. Some baseline data are available on the impact of urbanization on physical health (e.g. decline in infectious diseases but rising of chronic diseases of lifestyle), and some on mental illness, but practically nothing on psychosocial well-being.

Aim: This study aims to explore the impact of urbanization on psychosocial wellbeing in rural versus urban areas and how these findings link with some indicators of physical health.

Method: Data were collected in four cross-sectional multi-disciplinary studies from 1998 to 2008 including randomly selected African adults from various strata in the North West Province of South Africa. Study 1, conducted in 1998,

included 814 participants from deep rural areas, farms, informal housing areas, established urban townships and upper urban areas (rural=310, urban=490); study 2 conducted in 2001 was a follow-up and included 52 participants from (rural) farms; study 3, conducted in 2005, consisted of 1014 participants (rural=579, urban=435), and study 4, conducted in 2008, included 477 participants (rural=225, urban=252).

Results: Studies showed significant differences between rural and urban participants on psychosocial wellbeing. Findings are linked with those on nutrition and other indicators of physical (ill-)health, but differently for urban and rural areas. Over time both rural and urban participants showed lower levels of psychosocial health, while the gap in wellbeing between urban and rural participants enlarged.

Conclusion: Urbanization is associated with higher levels of psychosocial health. People in rural areas had very low levels of well-being. The drop in wellbeing of both urban and rural participants over time, needs further research. Policies and strategies to enhance bio-psychosocial health and reduce poverty, especially in rural areas, are necessary.

The role of Self-empowerment in Organizational Health Promotion

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The World Health Organization has declared occupational stress to be a worldwide epidemic. Extensive research over the years has focused on identifying stressors (e.g., Colligan & Higgins, 2006), coping mechanisms (e.g., Nelson & Sutton, 1990), and ways that both employees and organizations can effectively manage stress (e.g., Kram & Hall, 1989). Despite this attention, remedies to combat occupational stress remain elusive. What is necessary is a new positive perspective. A recent survey of the articles in the occupational health literature found about a 1 to 15 ratio of positively to negatively focused articles (Schaufeli & Salanova, 2007). Drawing from positive psychology (Seligman & Csikszentmihalyi, 2000), the emerging positive organizational behaviour approach (POB) (Luthans, 2002; Luthans & Youssef, 2007; Nelson & Cooper, 2007) provides a positive perspective. POB is the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement (Luthans, 2002b, p. 59).

In line with this approach, the present study investigates the contribution of specific psychological resources, i.e. Self-empowerment (Gheno, 2007), in promoting health in the work setting.

In a multinational chemical company based in Italy a survey was conducted to evaluate organizational well-being, the quality of work-life, and work related stress. 182 employees (42,7% female and 51,7 male) participated to the survey. The specific areas of inquiry were distress (GHQ: Goldberg, 1972), Job Satisfaction (adaptation of COPSOQ: Kristensen, 2005), and Psychological Well-being at work (adaptation of PWB: Ryff, 1995); considered in relation to Self-empowerment (SES: Gheno, 2006).

Regression analysis highlighted the important role of Self-empowerment in enhancing Psychological Well-being at work (= .46***; R² = .21) and Job Satisfaction (= .47***; R² = .22), and in preventing distress (= .-28**; R² = .08).

Posttraumatic Growth among Ethnocultural Minority Coronary Artery Disease Patients

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Background: Post-traumatic growth (PTG) refers to positive psychological change following a variety of highly stressful events, including life-threatening cardiovascular ones. Greater PTG is related to lower morbidity and mortality among chronically ill patients. Studies consistently report that ethnocultural minority patients report greater PTG than those of Caucasian background. However, few studies have had sufficient samples to investigate degree of PTG in specific groups.

Methods: 2636 coronary artery disease (CAD) in-patients (n=654 [24.8%] females; mean age 64.99±11.22) recruited from 11 hospitals in Ontario, were given a survey assessing ethnocultural background through a forced-choice question. Participants were mailed a 1-year follow-up survey including the Posttraumatic Growth Inventory (PTGI). 1803 participants were retained (80.2% retention rate). Non-Caucasian ethnicity was selected if n>=10.

Results: The overall mean PTGI total score was 46.74±24.82. The highest score was among patients with Caribbean (mean=63.07±22.90; n=22, [0.2%]), followed by South Asian (mean=61.50±24.18; n=80, [4.4%]), East/South East Asian (mean=59.71±22.24; n=34 [1.9%]), Aboriginal (mean=58.9±22.62; n=21 [1.2%]), West Asian (mean=58.42±21.97; n=14 [0.8%]), and Caucasian (mean=45.09±24.51; n=1458, [80.9%]) ethnic background. ANOVA showed significant

differences among ethnic groups (F=12.78, df= 5, p<0.0001). Bonferroni post-hoc tests revealed that PTG among participants identifying as Caucasian were significantly lower than those identifying as South Asian (p<0.0001), East/South East Asian (p=0.008), and Caribbean (p=0.009). All other comparisons were non-significant.

Conclusions: Cardiac patients of Caribbean, South and South-East Asian ethnocultural backgrounds may experience higher level of PTG than their Caucasian counterparts. Cultural-specific values and social support mechanisms which may explain these findings require investigation. Given the greater burden of CAD in these groups, the potential to mitigate poorer outcomes should be explored.

TS-21: 5

Emotional well-being as predictor of the course of disease in chronic patients: A systematic review

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Background. In chronically diseased patients, the role of negative emotions and depressive symptoms in the course of diseases have been examined extensively. Although these negative feelings are related to positive feelings such as well-being and positive emotions, both are relatively independent constructs. Therefore, we examine emotional well-being in chronic patients, focusing on the predictive roles of well-being, positive affect, life satisfaction and happiness on the course of diseases.

Aim. This study provides a systematic review of prospective studies focusing on the influence of emotional well-being on the course of disease in populations with chronic diseases.

Methods. We searched the databases PsycInfo and Pubmed, using search terms of emotional well-being (e.g. well-being, positive affect, life satisfaction) in combination with characteristics of the course of disease (e.g. recovery, survival) and chronic diseases (e.g. patients, cancer). Two reviewers independently assessed the quality and validity of the results. Additionally, we searched the reference lists of the relevant results. Only results focusing on positive aspects of emotional well-being were included.

Results. Preliminary results showed there were 17 studies investigating emotional well-being and its prospective relation to recovery or survival in chronic patients. 11 Studies examined positive affect as an indicator of emotional well-being. Other studies investigated life satisfaction (N=4), well-being (N=1) and happiness (N=1). Several questionnaires were used to measure these constructs. Most studies (N=13) found that high levels of emotional well-being at baseline were related to increased recovery and survival at follow-up, with the strongest associations for positive affect. The other studies (N=4) found no prospective association.

Conclusion. Emotional well-being predicts the course of disease in chronic patients. Mainly positive affect shows beneficial associations to recovery and survival. Several mechanisms could play a role. Positive affect may directly influence physical health. Otherwise, it may increase health-promoting or coping behaviours, by that influencing physical health.

TS-27: Happiness 2

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-27: 1

Exploratory and confirmatory factor analysis of Subjective Happiness Scale (SHS) and Subjective Vitality Scale (SVS) among physical education students in Egypt, France and Saudi Arabia

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The main purpose of this study was testing the factor structure of two well-being scales in three different cultures (Egypt, France and Saudi Arabia). The first scale is the Subjective Happiness Scale (SHS) and the second one is the Subjective Vitality Scale (SVS). The SHS consists of 4 items and it was developed by Lyubomirskry (1999) and validated by Lyubomistry and Lepper (1999). The SVS was developed by Ryan and Frederick (1997). For this scale, we used the short version validated by Bostic, Rubio and Hood (2000) which consists of 6 items. The factor structure of the two scales has not yet tested in any of these three countries. Method: using the translation and back-translation, we created Arabic and French version. In this study, the Arabic version was administrated to two physical education student samples in Egypt (n= 523) and in Saudi Arabia (n= 200). The French version was administrated to physical education students (n = 509). The average age was from 17 to 24 years old. The SPSS and LISREL program were used for exploratory and confirmatory factor analyses. Results and conclusion: For the three samples, for SHS and SVS, using the principal axis

factoring, the % of variance was 52.62; 63.04 and 45.61 and 43.35; 68.04 and 32.16 for French, Saudian and Egyptian youth respectively. The goodness of fit indexes in terms of 2/df ratio, GFI, NFI and RMSEA is satisfactory.

TS-27: 2

Success, Happiness and Subjective Satisfaction: How Objective and Subjective Success Drive the Independent Inventors in Sri Lanka

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What is success? In modern world, success has predominantly measured based on explicit objective outcome of a person or of an activity. However, there are complex social phenomena that cannot be directly explained by objective measures. Continuous involvement of independent inventors in technological inventions in unfavorable conditions is such phenomenon that cannot be explained by pure objective success measures. During the preliminary study on independent invention in Sri Lanka, Six of the 2006/2007   2006/2007   presidents award-winning inventors were asked to define and explain about their happiness and satisfaction of life. It was found that Independent Inventors as they are generally considered are not objectively successful but they feel they are subjectively successful. They feel happy and satisfied with their lives and what they achieved as independent inventors. Their explanations suggest that inventors subjective happiness depends on their subjective assessment of existing objective outcomes and the subjective satisfaction depends on what they are going do and what they hope to gain in the future. Study also found the self-regulation process have impacted the inventors through the *ex-post* rationalization of their objective achievements and outcomes to maintain the subjective feeling of success and satisfaction.

TS-27: 3

Socioeconomic status and positive affect, life satisfaction, and happiness in Japanese civil servants

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We investigated the associations between socioeconomic status and positive affect, life satisfaction, and subjective happiness in a sample of Japanese civil servants. Seventy permanent daytime workers [16 women and 54 men; age, 49.1 ± 4.8 years (mean ± SD)] completed the Positive Affect and Negative Affect Schedule, Satisfaction with Life Scale, and Subjective Happiness Scale. Socioeconomic status was divided into three categories: Low (earning less than 6 million yen a year; n=22), Middle (earning 6-7 million yen a year; n=23) and High (earning more than 7 million yen a year; n=25). Analyses of covariance adjusted for sex, age, experiences of positive and negative life events in the past six months, working hours, sleeping hours, smoking, alcohol consumption, and physical exercise, were performed to test the association of socioeconomic status as the independent variable and positive affect, life satisfaction, and subjective happiness as dependent variables. Socioeconomic status had a significant main effect on life satisfaction (P<0.05). Multiple comparisons indicated that the Middle and High Socioeconomic groups had a higher level of life satisfaction than the Low Socioeconomic group. Socioeconomic status had a marginally significant main effect on subjective happiness (P=0.09). Multiple comparisons indicated that the Middle Socioeconomic group had a higher level of subjective happiness than the Low Socioeconomic group. No significant association was found between socioeconomic status and positive affect. We did not find any significant differences in life satisfaction and subjective happiness between the Middle and High Socioeconomic groups, suggesting that the positive associations with life satisfaction and subjective happiness are already present at the middle socioeconomic status and do not seem to increase much above that. The present data also suggest that temporary positive mood states such as positive affect may have no association with socioeconomic status.

TS-27: 4

Family Matters: Happiness in nuclear families and twins

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Biometric studies have shown that happiness is strongly affected by genes. The findings are mainly based on twin data, however, and the full validity of the results has been debated. To overcome some limitations in classical twin research, we examined aetiological sources of subjective well-being (SWB), using two independent population-based samples, one including nuclear families (N=54,540) and one including twins (N=6,620). Biometric modelling using R was conducted to test for a data structure implying either non-additive genetic effects or higher environmental co-twin correlation in MZ than DZ pairs (violation of the EEA). We also estimated non-random mating, vertical cultural transmission and shared environments specific for regular siblings and twins. Two sets of nested models were fitted and compared. Best explanatory model is probably one showing that family matters for happiness predominantly due quantitative sex-specific genetic effects, a moderate spousal correlation and a shared twin environment. Upper limits for broad-sense heritability was estimated to be 0.33 (females) and 0.36 (males). Our study constitutes the most elaborate biometric study of SWB to date and illustrates the utility of including responses from multiple types of relatives in quantitative genetic analyses.

TS-39: 1

Trough developing inclusive schools toward cohesive society: Teachers' competencies and preparedness for practicing inclusive education

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Inclusive education means responding to all students to meet their needs, helping them to reach maximum of potentials. It demands educational practice which provides equality of opportunities for all students, and decreases the impact of all factors for exclusion due to students disability, ethnicity, religion, gender, socio-economic or any other characteristic.

Development of teachers competences is need for practicing such inclusive education and developing *school as positive institution*.

Research problem of the study is to explore what are those teacher competences in a context of cultural and social diversity in Macedonia, and to explore the perception of teachers preparedness for practicing inclusive education.

Method: qualitative approach is used, realizing interviews and focus groups with most relevant actors in the field, namely 130 teachers, educators of teachers and student teachers. Participants were from different ethnic, confessional, linguistic and socio-economic background, countrywide.

Results: As starting point, analysis shows that inclusive education is variously comprehended. Further, frequently repeated theme was that pre-service education of teachers is not adequate and dont provide them with competencies needed for the profile and proposed standards.

Also, many competences substantial for practicing inclusive education are misunderstood, many are not systematically developing, or teachers dont perceive them as immanent to educational practice.

Action is recommended toward reforming curricula and schools making them capable to nurture students capacities. This goal is reachable through developing following competencies needed for practicing inclusive education, as: to maintain high expectations regardless of students' background; to help all children to develop into fully participating members of society; to understand the social and cultural dimensions of education and its contribution in developing cohesive societies; to work effectively with support staff; to recognize how teachers assumptions influence their teaching and relationships with different pupils; to recognize that knowledge is value-laden, constructed by the learner and reciprocal.

TS-39: 2

Psychological mindedness and academic achievement of (undergraduate) psychology students in a tertiary education environment

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Background: In tertiary education, the relationship between academic achievement and intelligence are found to be rather weak. This may possibly be explained by psychological factors, for example, emotional competence and in psychology students in particular, psychological mindedness. Appelbaum (1973, 36) defined psychological mindedness as A persons ability to see relationships among thoughts, feelings, and actions, with the goal of learning the meanings and causes of his experiences and behaviour. Beitel and Cecero (2003) found that certain personality traits and attachment variables could predict psychological mindedness. Beitel, Ferrer and Cecero (2004) suggested that people high in psychological mindedness believe in the benefits of discussing their problems, of having access to their feelings, of showing interest in understanding themselves and other people and also being open to change. These aspects point to a cognitive style which is associated with psychological adjustment rather than pathology. Trudeau and Reich (1995) found students in Psychology to be more psychological minded than students in other study fields. This could be explained by the fact that students interested in studying Psychology would be more interested and more trained in reflecting on the dynamics of human behaviour regarding self and others than students in other study fields.

The aims: The aim of this study is to determine the relationship between psychological mindedness and academic achievement among undergraduate students taking psychology as a course at the North-West University (Potchefstroom campus) in South Africa.

Method: In a cross sectional survey study an availability sample of 250 undergraduate students (1st, 2nd and 3rd years) from all population groups, both sexes, and with different course combinations participated in the study. They completed a biographical information page as well as the 45-item Psychological Mindedness Scale (Conte & Ratto, 1997) . The academic performance of each student was obtained at the end of the academic year.

Results: The data obtained will be analysed by calculating Pearson-correlations. These correlations will determine the relationship between psychological mindedness and academic performance of the participants.

Conclusion: As the academic year only ended recently no definite results is available at the moment, but it is expected that psychological mindedness will significantly correlate with academic achievement.

TS-39: 3

Teachers: Surviving or Thriving? Do teachers have lower perceived control and wellbeing compared to other professions?

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Teaching is not what it used to be. The complexity and intensity of the pressures on teachers, and the pace of education reform, are unprecedented. The aim of this research was to explore perceived control and well-being in teachers and other professionals. A mixed methods design was selected. Phase 1 consisted of an online quantitative survey (298 participants, 222 females, 76 males). Perceived control was measured using the Brief Levenson LOC and Generalised Self-Efficacy scales, well-being was measured using the Life Orientation Test-Revised, Satisfaction with Life, Subjective Happiness and Ego Resilience Scales. Phase 2 consisted of semi-structured interviews (n6); thematic analysis was carried out.

It was hypothesised that teachers have lower perceived control and well-being than other professionals, and that older teachers have higher internal control than younger teachers. Independent t- tests using teachers (n150) and non-teachers (n148) revealed that teachers mean scores were significantly different to non-teachers. Teachers perceived control and well-being were significantly lower than non-teachers (p>.001). The hypothesis that UK teachers have significantly lower perceived control and well-being than other professionals was supported. Four themes related to control were located in the qualitative analysis: autonomy, authenticity, connection to others and resilience. The study found that there were similarities between professions in terms of need for control over ones work. Teachers value connections more highly; non-teachers value objectivity and independence more highly. It is suggested that non-teachers are better prepared to deal with change than teachers.

Results are discussed in the context of on-going reform in the education system, focussing on what actions can be taken to enhance teachers well-being.

TS-41: Well-being - Youth and Students 2

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-41: 1

Personality, psychological needs satisfaction and subjective well-being

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Subjective well-being depends on the fulfillment of basic psychological needs for relatedness, autonomy and competence (Deci & Ryan, 2000), but it is also linked with personality (DeNeve & Cooper, 1998). Personality traits and satisfaction of basic psychological needs have both been shown to predict subjective well-being, but the two sets of predictors have rarely been studied together.

This study aimed to examine the relationship between personality traits, satisfaction of psychological needs and subjective well-being. Participants (291 students, 188 males and 103 females, aged from 18 to 25) filled out five questionnaires: Approaches to Happiness Questionnaire, Aspiration Index, The Satisfaction with Life Scale, PANAS and The Big Five Inventory.

Hierarchical regression analyses were performed for life satisfaction and hedonic balance. Personality traits were entered in the first step and psychological needs in the second step. The contribution of each step in the regression analyses was significant. Personality explained 26% of life satisfaction and 60% of hedonic balance variation. Life satisfaction was significantly predicted by only two personality traits (neuroticism and agreeableness), and all psychological needs, which accounted for 15% of life satisfaction. As expected, personality had greater contribution in explaining variation of hedonic balance (60%), while psychological needs explained additional 7% of hedonic balance variance. In this regression analysis only openness to experience was not significant predictor.

Path analysis was used to examine the relationship between personality traits, psychological needs and subjective well-being (life satisfaction and hedonic balance). Results showed that personality can predict subjective well-

being both directly and indirectly through satisfaction of psychological needs. Neuroticism had more robust direct relationship with subjective well-being, while conscientiousness had stronger indirect relationship to subjective well-being. The results show that satisfaction of basic psychological needs may be important mediator between some personality traits and subjective well-being.

TS-41: 2

Basic psychological needs, intrinsic and extrinsic life goals and collectivism in relation to Subjective well-being: A case in Macedonia

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Recent research in the field of Subjective well-being (SWB) emphasized the importance of genetic, motivational, and societal factors.

Concerning motivational predictors, study aim is to explore if their relation with Subjective well-being (SWB) underlies on the same mechanisms in transition countries like in developed ones, namely to explore the relation of SWB with Basic psychological needs (BPP), Life goals (LG) (specially the role of extrinsic goals) and collectivism in Macedonia, as ex-communistic developing country with generally collectivistic orientation.

Method: 242 undergraduates from natural, social and technical studies were tested on Basic psychological needs scale, Aspiration index, Yamaguchi Collectivism scale, Satisfaction with life scale (SWLS), and Positive and negative affective schedule (PANAS). The SWB score is derived from standardized SWLS and PANAS scores. Correlation and regression analysis was used. Also, triangulation with qualitative method was done, using semi-structured interviews.

Results: accordant to developed countries, all BPNs, and intrinsic LGs significantly correlate with SWB.

But, intriguingly and contrary to most findings from developed countries that pursuing extrinsic goals usually thwarts satisfaction of psychological needs and decrease well-being, in our case, all extrinsic life goals also significantly correlate with subjective well-being. Second important finding is that personal orientation toward collectivism highly correlates with SWB.

Regression analysis as significant predictors of SWB gives the intrinsic goals for personal growth and meaningful relationships, and extrinsic goal for fame/status in the community. Collectivism, and LGs for wealth, image and contribution to community are excluded from the list of significant predictors.

Qualitative data support the findings.

It could be concluded that in Macedonian socio-economic and cultural context, extrinsic goals have complementary role in satisfaction of BPNs and SWB.

Regarding collectivism, it could be interpreted that it is beneficial to be collectivist in a collectivistic country, because of probable relation with conditions that contribute satisfaction of basic needs.

TS-41: 3

Setting Compassionate Goal Triggers Constructive Self-Criticism

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Previous studies describe self-criticism has two components: emotional self-criticism and constructive self-criticism. The former leads to negative feelings toward self, in contrast, constructive self-criticism is related to self-improvement process. However, the antecedents of self-criticism were rarely explored in the previous studies. Therefore, we propose that having different goals will lead to the two different types of self-criticism. We suggest people with compassionate goal would criticize themselves constructively, while people with self-image goal would criticize themselves emotionally. Participates were 76 undergraduate students in Taiwan. They completed the Goal Measure (Crocker & Canevello, 2007), emotional self-criticism questionnaire (Liao, 1997), constructive self-criticism questionnaire, and Basic Psychological Needs Scale (Deci & Ryan, 2000). Because compassionate goals highly correlated with self-image goals (r=.60, p<.01), we entered the goals simultaneously in regression analyses to assess the unique effect. Results of regression analyses indicated that compassionate goals were positively predicted constructive self-criticism when controlling for the self-image goals. On the other hand, self-image goals were uniquely associated with emotional self-criticism. We also found that one of the basic psychological needs--- relatedness serviced as a mediator variable between the relationship of compassionate goals and constructive self-criticism. Our study indicated that compassionate goals would trigger constructive self-criticism through the relatedness. Therefore, individuals may avoid the costs of emotional self-criticism and improve themselves efficiently when they encounter failures.

TS-41: 4

POSITIVE PSICHOLOGY AND MULTICULTURAL CONTESTS: A QUESTIONNAIRE RELATING ADOLESCENTS OPTIMAL EXPERIENCE, CREATIVE ATTITUDES AND CULTURAL ADAPTATION MODELS.

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In this research we focused our attention on second generation immigrant and Italian adolescences who experimented daily situations of multicultural contact in school and social environment, to develop an instrument that can consider and put in relation contemporarily two important topics:

-        Positive and creative experiences in everyday life, with particular attention to work and study fields; referring in particular to Csikszentmihalyis Optimal Experience Theory (1982; 1990; 1993) and Gardners Creativity Theory (1993).

-        Individual and familiar cultural adaptation models both of foreign and autochthons; referring in particular to Berrys Acculturation Theory (1980; Berry et al. 1992; 2006).

The research lasted 3 years; the method used was a *research in action model*: the researchers collaborated with teachers from professional schools in Milan, to whom they proposed the research theories. These teachers need to face and solve everyday two problems: the high level of students drop out; the high level of conflict situations that occurs between students (the most recently immigrated from various countries and the Italians coming from a disadvantaged social and familiar context, both living integration problems in school and work fields).

The multi-professional staff structured a first version of an open answers questionnaire (items 40), which structure provides that data should be elaborated both quantitatively and qualitatively. The questionnaire have been pre-tested (n = 30), ancd than administered to a sample of 300 students, between 14 and 19 years, males and females, from various countries of origins (autochthons included).

In this work we will present the instrument itself; the results emerged about cultural variables, cultural adaptation models and Optimal Experience and Creativity; and the practical adjustments teachers adopted to modify teachings method in order face the above mentioned problems at the results light.

TS-42: Well-being - Youth and Students 3

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-42: 1

Emotional Intelligence and Personality traits as predictors of Psychological Well-being in undergraduates.

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In this study we analyzed the relationship among Emotional Intelligence (EI), Personality traits and Psychological Well-being in undergraduates. In addition, we also analyzed the predictive capacity of EI and personality traits. Our results show that low scores in neuroticism and high scores in extraversion are the most related dimensions of personality to all the psychological well-being scales, and in addition they are the best predictors of psychological well-being. Furthermore, high scores in Clarity and Emotional Repair seem to be two good predictors for all the scales of psychological well-being, after controlling for personality factors. This study confirms the prognostic significance of EI on psychological wellbeing.

TS-42: 2

THE EFFECT OF CONTEMPLATION MEDITATION ON THE PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS

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THE EFFECT OF CONTEMPLATION MEDITATION ON THE PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS

BACKGROUND

The nature, manifestation and advantages of positive psychological functioning have been well established (Keyes, 2007; Ryff & Singer, 2008; Wissing & Van Eeden, 2002). Several interventions to increase psychological well-being (PWB) have been documented, one of which is mindfulness meditation (Brown & Ryan, 2003). However, there is still a lack of research on the effect of other forms of meditation on PWB. Contemplation meditation (CM) is an analytic form of meditation which focuses on specific virtuous topics (Gyatso, 1990). This approach may be especially relevant for the development of moral competence in adolescence, which is associated with optimal human development (Park & Peterson, 2006).

AIMS

The aim of this study was to determine the effect of CM on the PWB of adolescents

METHOD

The participants were recruited from four schools in England. A total of 51 students, (mean age = 15.6 years) were randomly assigned to either a control group or an experimental group. They completed the Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffen, 1985), the Panas-C (Laurent et al., 1999) and the Psychological Well-Being Scales (Ryff & Singer, 1989) before and after the intervention.

RESULTS

There was a significant increase in some facets of PWB of the adolescents who received the CM training in comparison to the control group. An analysis of variance (ANOVA) was conducted and the experimental group showed a significant decrease in negative affect and an increase in environmental mastery. In addition, a close to significant increase in personal growth (p=0.056) occurred. Both the experimental and control group showed increased life satisfaction, self-acceptance, autonomy, and purpose in life. There was no change in the level of positive affect and positive relations with others for the two groups.

CONCLUSION

Contemplation meditation was effective in enhancing certain aspects of PWB of this group of adolescents, and appears to be a promising area for further investigation as a possible intervention.

TS-42: 3

The patterns and outcomes of networking with peers: an exploratory study on applied engineering students in Taiwan

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Networking is one of the transferable skills that are increasingly important to contemporary careers. In organizational literature, it has been argued that different networking styles could benefit employees through several different outcomes, including positive affective state, work efficacy, and career self-management. However, in educational practice, we know little about how students learn from interpersonal experiences in universities, and the benefits they derive from networking with peers remains unclear. In this paper, we aim to study networking patterns of Taiwanese students who were studying in Applied Engineering, as they were considered as having insufficient competence to deal with interpersonal issues. The outcomes of their networking experiences were also examined.

Methodologically, the current research employed a qualitative design with exploratory characteristics. Twenty students from the Applied Engineering Department of three technical universities were studied. The Critical Incident Technique (CIT) was used to discover the students networking behaviour around critical situations in which they were facing learning difficulties. In addition, they were asked about the positive outcomes experienced in networking with peers. Grounded theory was used as a systematic method for the generation of theory from the data.

The results indicated that applied engineering students performed quite similar networking behaviours. Most of them only established intense support relationships with particular peers. Their support partners were few, but supportive when they were facing difficulties. The results revealed the strategic dimension of networking relevant to different characteristics of network patterns. Bonding and bridging strategies could be used to differentiate between network patterns. Furthermore, networking contributed to the establishment of a positive self-concept. The benefits of networking were categorised in terms of cognitive, affective and behavioural outcomes. These results tied in closely with the conclusions of recent literature given to the importance of support networks for work and career outcomes, and the link of networking strategies with positive outcomes was also highlighted in this study. Such findings contribute to theoretical advancements in networking, as well as help to lay the foundations for the conduct of career education intervention for applied engineering students. However, it is necessary to bear in mind that some methodological limitations were likely to bias the results. Due to the method used for data collection, only some information of their support networks was obtained in this study, and the complete picture of their networking behaviour in university life remained unclear. An in-depth analysis of the structural properties of networks should be grounded on complete network data, which is quite difficult to collect in research practice. Collecting data from all network members in a group is a necessary condition of carrying out a social network analysis. The collection of complete network data will be a challenge in research practice. Implications of this research for positive psychology are discussed

TS-42: 4

Temperament and Character as Determinants in Adolescents' Subjective Well-Being: A One Year Study

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Personality is considered a major determinant of adults and adolescents Subjective Well-Being (SWB); probably due to its relation to emotional reactivity, individual differences in intensity to responses to emotional events, and to the duration of emotional reactions. However, personality as presented above involves almost only differences in automatic emotional reactions and habits (i.e., temperament). Nevertheless, empirical research has shown that temperamental dispositions do

not account for personality development (for a review see Cloninger, 2004). Since measuring temperament involves differences in automatic emotional reactions and habits. In other words, temperament is a biological disposition that does not account for environmental learning experiences. As a result temperament alone may not be adequate in the prediction of affective disorders (for a review see Gunderson, Triebwasser, Phillips, & Sullivan, 1999). If it is so, temperament alone is probably not adequate in the prediction of high levels of SWB. For instance, Diener and Seligman (2002) found that extraversion, among other factors, is recurrent in both very happy and very unhappy adults. This has lead to the conclusion that extraversion seems to be necessary but not sufficient for high levels of SWB (Diener & Seligman, 2002). Temperament together with learning experiences from different life events may be responsible for the development of personal goals, values, and even defense mechanisms (i.e., character). Consequently, research among adults suggests that mature character development is, rather than temperament, related to the recollection of good and meaningful life experiences and that adolescence seems to be an important period in the development of character (for a review see McAdams, 2001). Hence, the study of personality as a psychobiological construct composed of temperament and character (Cloninger, 2004), in the context of adolescence may be important to the understanding of adult SWB. Moreover, although happiness (i.e., high levels of SWB) by itself appears to be an attractive goal; adolescents that experience high levels of happiness show less emotional and behavioral problems. Two studies were conducted a year apart among 109 high school pupils. The studies goals were to examine how personality (Temperament and Character Inventory, TCI) was related to SWB (Satisfaction With Life Scale, SWLS; Positive Affect and Negative Affect Scale, PANAS). Temperament (Harm Avoidance) and character (Self-Directedness) predicted SWB (T1 and T2). Moreover, Self-Directedness predicted small but significant increases in SWB at T2. The results are in concordance with research that shows the influence of temperament on SWB (i.e., that individuals with highly reactive temperament are prone to variations in their levels of happiness). The specific role of Self-Directedness is important, since low levels of Harm Avoidance did not resulted in increases of SWB. Adolescents that are self-directed develop good habits and automatically behave in accordance with their long-term values and goals. Such self-concepts probably modify the significance or meaning of what is experienced, hence also changing SWB. The authors discuss the inclusion of character as a determinant of SWB.

TS-43: Positive Treatment of Illness 2

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-43: 1

Posttraumatic growth in parents of childhood cancer patients

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Background: The posttraumatic growth (PTG) is an important and up-to-date subject of positive psychology. We focused on the new concept, so-called vicarious growth, concerning the PTG in close relatives of victim of the traumatic experience such is the childhood oncological disease.

Aims of the study: The study has undertaken to analyze perceived psychological benefits and looses in parents of childhood cancer survivors 2 to 9 years after the treatment. Its main goal was to identify the main domains of a parents PTG and examine their bio-psycho-social factors and determinants.

Methods: We used free responses method for description and subjective evaluation of positive and negative influence of childs illness on particular domains of family life (health, social relations, values, belief and others). We used content analysis to analyse statements of 120 parents who have entered the study within three years of the study (2006-2009).

Results: The content analysis of parents subjective statements lead to an identification of main domains of positive and negative impact of childs illness on their quality of life. Main domains of PTG (changed perception of self, realization of new possibilities, changes in interpersonal relations, greater respect for life and changes in spirituality) were distinguished. Positive changes at least in one domain of PTG stated 107 respondents (91%). Most respondents (35, i.e. 30%) experienced PTG in three domains, mostly in interpersonal relations (29%), changes in value system (25%) and self perception and self-actualization (20%). Generally, more positive than negative aspects were specified by 74% of respondents (number of variants 103, Z=4.73, p<0.5). Gender, level of parents education, marital status, specific diagnosis of a child and presence of late effects of the treatment did not show any statistically significant relations with the predominance of given positive aspects over negative ones. Statistically significant relations were determined with respect to respondents age, time lapsed from the completion of active treatment and level of seriousness of late effects of childs treatment. The results of our study suggest important interconnection of positive and negative effects of the demanding life situation. The results of the quantitative data analysis suggest that rather than sociodemographic conditions or objective seriousness of illness as assessed by doctors, more important role in PTG development is played by personality characteristics of a specific person (optimism, character strengths), their coping strategies (especially benefit-finding strategy), subjective assessment of seriousness of experienced situation and the extent of perceived social support.

Conclusion: The prospective outcomes of the study are therapeutical interventions (group therapy) supporting the benefit-finding strategy and facilitating the PTG in parents of childhood cancer survivors and designing of a measurement tool for the complete identification of the extent of general impact of a childs serious illness on the quality of life of family members.

Towards the problem of positive health measurement: psychological factors of retrospective illness perception in somatic and mental illness

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BACKGROUND. Psychological factors of treatment effectiveness are an important issue of health and clinical psychology (Leventhal, 2001, Petrie, Weinman, 1997). Health-related locus of control and self-efficacy in illness were found to be effective predictors of treatment effectiveness. The model of treatment motivation developed on the basis of self-determination theory SDT (Ryan et al, 1995, Williams et al, 1996, 1998) was shown to be effective in patients with alcoholism, diabetes, and participants of weight loss programs. However there is a lack of studies of positive treatment effectiveness factors in both somatic and mental illness.

AIM. Our aim was to study the role of health-related locus of control, self-efficacy and treatment motivation in the development of somatic and mental illness.

METHODS. In the first study 200 healthy subjects were interviewed about their experience and perception of their last illness (mostly flu or cold), after which they completed Russian versions of Health and illness causality orientation scale, Health-related locus of control and Self-efficacy scales. In the second study 50 mental inpatients (recovering from first episode of schizophrenia and affective disorders) filled the same set of questionnaires. Their quality of life (Q-Les-Q-18, Ritsner et al, 2005) and treatment compliance were also appraised.

STUDY 1. Autonomous and controlled health locus of causality were correlated with perception of somatic illness as disabling and having negative consequences, as well as subjective self-efficacy and subjective recovery.

STUDY 2. There was a positive correlation between autonomous locus of causality and control in treatment, health-related internal locus of control in treatment and self-efficacy with subjective quality of life, communication level and compliance in mental patients (p<0.05). A negative correlation was found between well-being and internal locus of control towards illness causes.

SUMMARY. Strong correlations were found between positive psychological factors and illness representation, subjective well-being and treatment effectiveness, both in somatic illness, and in mental inpatients.

The experiences of children with cerebral palsy: Insights from Positive Psychology

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Psychology is infamous for its longstanding contribution to propagating pathologising ways of conceptualising disability and ways of thinking about individuals with disabilities that prioritise attention to difference as meaning deviance and deficit. Characteristically, studies of childhood disability have made intermittent reference to strengths, capabilities, well-being, and flourishing in rather cursory and taken-for-granted ways. Consequently, research in the field remains largely ungrounded with respect to formalised theorising around such concepts. In attempting to address this gap, as well as contribute to what has been described as an enabling alliance between psychology and disability studies (Lawthom & Goodley, 2006), the nascent sub-discipline of positive psychology has been identified as a field that holds significant research utility. Informed by such thinking, this doctoral study utilised a qualitative interpretive approach to investigate the subjective experiences of six South African children with cerebral palsy who participated in a therapeutic horse riding intervention programme over a two-year period. Data was collected through a triangulation of methods and sources of data in the form of proxy reports from teachers, parents and therapists, and participant observations on my part. Consistent with existing work, this study found, unsurprisingly, that the participants everyday lives were characterised by experiences of difference and marginalisation in relation to non-disabled individuals. More striking, however, was the finding that they were subject to experiences of difference and othering in relation to their disabled peers. This group dynamic seemed to be accounted for in terms of a hierarchy of similarities and differences with respect to their capabilities for communication and motor functioning. Importantly, such features impacted upon the degree and quality of their engagements with their physical and psychosocial environments in significant ways. Further, social relations with their disabled and non-disabled peers, as well as with their siblings and parents were highlighted as potentially important protective factors and psychosocial resources that impact on the childrens everyday experiences and psychological well-being. In addition, participating in the profoundly physical activity of horse riding served to impact in positive ways on the participants experiences of their bodies as *bodies that work*, as well as their experiences of a sense of mastery and self-esteem which fed in to their experiences of a sense of self. An enhanced sense of personal worth tended to minimise their experiences of their bodies as impaired and dis-abled. In this way, their participation in therapeutic horse riding facilitated the childrens experiences of themselves *as more than disabled*. To the extent that therapeutic horse riding forms a part of efforts to optimise childrens functioning and promote their psychological well-being, it may be aptly

described as a catalyst for therapeutic improvement. This study contributes to existing research regarding positive health by yielding thick descriptions and thick interpretations in combination with the theory-laden validation of findings around the everyday subjective experiences of children with disabilities.

TS-43: 4

Positive Traditions in Services for Children and Adults with Developmental Disabilities

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Within the disability service community, the use of positive practices long predates the advent of the formal disciple of positive psychology. This paper aims to examine the commonalities and links between positive psychology and positive behavioral practices in services to individuals with developmental disabilities. This presentation will highlight the positive traditions in disability services for both children and adults, and the ways in which disability services and positive psychology might be strengthened by understanding the contributions of the other. Utilizing single case studies, decreases in the frequency and episodic severity of problem behavior achieved through the exclusive use of positive practices with children and adults with developmental disabilities and severe and challenging behaviors will be presented. These findings illustrate that the use of positive practices diminishes the need for aversive interventions for managing even the most severe and challenging behavior. Further, results indicate that the use of positive practices also assists individuals with a broad range of disabilities in increasing skill acquisition, including the increased development of both functional and fun skills. A special emphasis will be placed on how the common variables correlated to happiness in typically developing populations (those without developmental disabilities or cognitive impairments), specifically the impact of active lives and varied interests, as well as the role of meaningful relationships, choice making/autonomy and competency, hold true for individuals with developmental disabilities. Strategies for improving quality of life (such as increasing the density of preferred events in a persons life, teaching fun skills, and the like) will be presented as critical alternatives or augmentations to traditional program planning. Finally, how these findings may be linked to research findings in positive psychology will be addressed.

TS-44: Cross-Cultural Studies 2

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

TS-44: 1

Positive Interventions: A Cross-Cultural Exploratory Study

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Background

Positive Interventions are interventions that are designed to increase well-being. Randomized Controlled Trials test the effects of these Positive Interventions.

However, a problem with several of these RCT outcome studies is their very selective sampling method. Study participants are overwhelmingly western, highly educated and from higher socio-economic backgrounds. Moreover, the growing number of internet studies automatically selects people that are literate, have access to a computer, have time to spare to participate in a study, and/or are specifically interested in positive psychology matters.

Aims

This study aims to ask the broadest possible sample of people what makes them happy, and compare the results with Positive Intervention Outcome Studies.

Methods

We hold world-wide face-to-face multilingual interviews around the question "what makes you happy". The short face-to-face travelling interview format allows for participants to be extremely diverse, ranging from proud African tribesmen to slum-dwelling illiterate children. In this pilot study, we have interviewed 130 people from 70 different countries. The resulting qualitative data are analysed with NVivo software. Results are then compared to Positive Intervention Outcome Studies.

Results

At the moment, this world-wide pilot study is still ongoing. Results may hint at some interesting new areas and blind spots in positive intervention research.

Can Service-Learning facilitate Wellbeing? An international comparison of New Zealand and Irish students wellbeing.

Maree Roche[1], **Hannah Barton**[2]
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This paper provides an international comparison of the positive outcomes of student learning in terms of enhanced Resiliency and Psychological Wellbeing (PWB) as a result of in service learning and reflection. Over 30 students from New Zealand and Ireland participated in this study. Both student samples completed the Connor Davidson resilience scale and Ryff and Singers PWB scales *prior* to completing a service learning assignment and upon *completion* of their course. During the course students were required to maintain a reflective learning journal of their experiences so as to reflect on their own personal and professional growth and understanding.

Student pre and post testing questionnaires were subject to SSPS analysis, and student reflective journals subject to content analysis.

Findings include a movement in resilience for students engaged in service learning, enhancement of PWB scores, and personal reflections that demonstrate a movement in learning and self understanding. Examples will be provided that will demonstrate cross cultural differences in relation to the assignment.

Moreover, the service learning assignment, according to the students, provided an opportunity for personal growth, increases in self- efficacy and self-esteem and became, for some students, a transformative learning experience.

The study concludes that service learning has the potential to broaden and build students personal, and future professional, wellbeing. It enables students to build up reserves of positive wellbeing and can be used in education as tool to develop wellbeing personally and professionally. The presentation concludes with a discussion of the variations across the different countries, and outlines further areas of research required.

Profiles of happiness - cross-cultural generality of authentic happiness

Lukas Dominik Kaczmarek, **Maja Agnieszka Stanko-Kaczmarek, Kinga Ober-Lopatka**
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Authentic happiness is a construct comprising 3 factors: pleasure, engagement, and meaning (Seligman, Parks, & Steen, 2005). The present study aimed at giving empirical support for the cross-cultural generality of the three routes to happiness. Poland as a country dominated by a culture of complaining is an appropriate place for testing cross-cultural generality of positive constructs.

461 students completed the Polish version of the Steen Happiness Index (Seligman, Steen, Park, & Peterson, 2005). The Polish version comprises of 3 subscales measuring positive emotions (= .77), engagement (= .70) and meaning in life (= .77).

Participants were classified according to their pattern of three subscale scores on the SHI-PL (pleasure, engagement, and meaning) using k-means method of cluster analysis. Seven clusters, with more than 30 participants each, emerged: 4 positive clusters (full life [n=58], pleasant life [n=58], meaningful life [n=67], good life [n=83]) and 3 negative clusters (disengaged life [n=69], routine life [n=81] and empty life[n=30]). The Tukey HSD test showed that the expected post hoc differences were significant with all ps < 0.01.

This is to the best of our knowledge the first study giving empirical support for the structural validity of authentic happiness. The results also show that the three routes to happiness identified by Seligman are not specific for American culture. Authentic happiness may be generalized to a post-communist Central European country such as Poland. We discuss some practical implications of the results. For instance, identifying deficits and strengths in specific facets of happiness may lead to more efficacious positive interventions

What will happen, when I scratch your back? – Cross-cultural perspectives on indirect reciprocity

Małgorzata Szcześniak[1], **Agnieszka A. Nieznańska**[2], **Cristina Montesi**[3]

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Some of the most basic questions concerning human reactions to kindness of others are centred around gratitude or direct reciprocity (McCullough, Kimeldorf, & Cohen, 2008). However, theoretical and experimental investigations indicate that indirect reciprocity (I help you, somebody will help me; You help me, I will help someone else) also is part of the vast range of relational interactions (Alexander, 1986; Nowak & Sigmund, 2005). This phenomenon involves people who receive reciprocal benefit from () third parties or [those who] may respond to an altruistic act that benefits themselves by acting altruistically toward a third individual uninvolved in the initial interaction (Trivers, 1971, p. 561).

The present study aims to explore the topic of indirect reciprocity from a cross-cultural perspective. The research was conducted on the group of 600 participants (200 Hindu, 200 Italian, and 200 Polish students). Two episodes of kindness, based on the real life experience (Catherine Ryan Hyde, Richard S. Lazarus), were prepared and questions on these episodes assessing whether or not the students were aware of what emotional and behavioural responses the central figures of the stories would give. Additionally, a pilot version of Direct & Indirect Reciprocity Scale was submitted.

The results illustrate that in the presence of a benefactor, the majority of participants of all three contexts attributed to a beneficiary, words of gratitude and direct reciprocity. Only 10% of Hindu and 1% of Italian students indicated indirect reciprocity, as a possible behavioural reaction of the recipient. Moreover, in the absence of the benefactor, indirect reciprocity scores showed significant degree of variability across groups. Also in this situation Hindu students demonstrated higher intensity of upstream reciprocity than other respondents.

Such results lead us to suppose that the experience of indirect reciprocity may be related to some cultural dimensions as collectivism, power distance or time-orientation.

WS-23: The happiness academy (Lykkeakademiet.dk) – A group based happiness intervention

Time: Saturday, 26/Jun/2010: 10:30 - 11:45

The happiness academy (Lykkeakademiet.dk) – A group based happiness intervention

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There is an ongoing debate on whether psychological interventions can bring lasting increases to individual happiness. On one end of the continuum some concord with Viktor Frankl and mean that pursuing happiness is futile or even counter-productive. On the other end of the spectrum, self-help books and gurus make rampant claims that if you just think positively or follow an easy step-step procedure you will become markedly happier. Research in positive psychology indicates that happiness is not an epiphenomenon (Lyubomirsky, King & Diener, 2005) and that both positions are too extreme. Indeed some of the most thorough research findings suggest that psychological interventions can improve individual happiness (Seligman, Steen, Park & Peterson, 2005), but only too some extent. As stated by Pawelski (2009) we are still in need of a much better understanding positive interventions. In this workshop you will be introduced to a mixed individual and group positive psychological intervention, which is combined with techniques used in cognitive behavioural therapy. Two versions of the intervention have been tried out with two non-clinical populations. In the first, a group of approximately 8 well-functioning adults participated and in the second a group of adolescents young adults with non-clinical or sub-clinical problems participated.

INV-SPK-10: Howard Gardner

Time: Saturday, 26/Jun/2010: 12:30 - 13:30

What it means to be a good person, a good worker, and a good citizen

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Drawing on findings from the GoodWork and Good Play Projects, Howard Gardner describes how we might nurture good workers, good citizens and good persons. The achievement of these good ends, always important, has become essential for the survival of our species.