Research Report – Workbook

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The current examples and practices are aimed to help students apply the ***SAFE Method*** to a research report. For students who do not need to conduct and submit a research assignment, such practice can significantly improve their mastery of any topic of study and further develop exam techniques – especially for application questions.

Guidelines for an academic report

Academic reports, essays, assignments, and dissertations can vary significantly depending on their scope, depth, length, etc.

A key difference in academic assignments relates to the nature of the concepts employed, and therefore the nature of the analysis that follows.

From a 'pure' analytical point of view, there is little difference in how we attempt to answer questions from distinct disciplines. Nevertheless, the content and methods of testing our theoretical arguments can be completely different.

The ***SAFE Method***, as taught in the book and workbooks, demonstrates that when we speak the ***Language of Analysis***, there is little difference between the analytical discourse in psychology, philosophy, literature, business, and so forth. While the concepts and methodology used in different subjects can vary significantly, at the foundational level of analysis of the subject material, there is little difference in the language of analysis as it is applied to different subjects. This is because processes of logical reasoning are necessarily maintained – regardless of the topic analysed. Differences between subjects and questions relate more to the nature of the methods we employ in answering and testing these questions or arguments, rather than the nature of thinking about these questions or arguments. Consequently, the structural analytical framework, analytical stages, elements, and principles are practically the same.

The inquiry – the attempt to 'test' the explanations we provide different research questions for – as presented in the analysis is, of course, fundamentally different. As a result, some elements in the analysis itself can differ from one subject to the next, depending on the methods used to evaluate the analysis.

It is self-evident that, in philosophy for example, we do not measure or collect empirical data about many of the questions we try to answer. In history, the collection of data and its analysis is different to methods that are widespread in psychology, political science, business, and so forth.

If we, for example, attempt to understand the reasons or origins of human violence, different disciplines will approach this question in different ways. But the analytical rationale is, nevertheless, the same – that is because the laws of logical reasoning underpinning any analysis are the same. Despite the different methods of enquiry, the logical rationale is shared by all disciplines and methods in terms of the analytical framework.

At the core of these differences is the manner by which we define, and 'handle', the concepts we are utilising in our analysis. Even within the same discipline there are fundamental differences between methods of investigation regarding exactly the same question.

In political science, we can analyse the origins of political ideology – as a philosophical question or as an empirical question using either qualitative or quantitative methods, or both. There are fundamental differences between these methods, but not so much in how to approach the analysis at its heart. There are also key differences within each method: there are different qualitative and quantitative methods suitable for certain types of research – based on the nature of the concepts used and how they are being defined and operationalised.

These differences and similarities between the methods of analysis are rooted in the angle in which we approach the concepts we have to employ in answering any question, and at which level, or manner, we treat these concepts.

The current practice, in a similar vein to the structure of an essay, attempts to chart the core stages of an empirical academic report, without incorporating the collection and analysis of data. Therefore, if you look at the stages you will see that it is very similar to the structure of an essay, based on the generic framework. Except that it is in separate sections and involves research hypotheses, which are important for your understanding of where an essay sits in comparison to a research report.

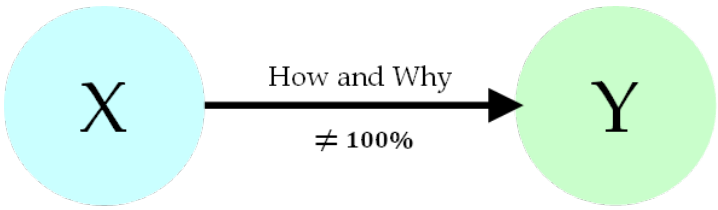
The stages below are also a template for the thinking process you have to conduct with yourself, and/or your supervisor/teacher, in order to delineate the boundaries of the topic for your essay, academic report, EPQ (Extended Project Qualification), or dissertation. The only difference between these tasks (except the core element of data collection and analysis), is regarding the scope and depth of what you need to accomplish.

The current examples are not restricted to students from the social sciences. On the contrary, they are aimed to students in all subjects. They encourage 'training' and 'wiring' your mind to think analytically in a world where rarely any explanation is based on 100% explanatory power. The examples are charting the stages and elements of scientific thinking; analysing and testing relationships between a minimum of two concepts. Understanding these scientific analytical foundations will shape your approach to how you think your way through any academic task. This, in turn, will become a skill that you could use in any discipline, and in your life in general.

Examples and practice: stage-by-stage

- Title
- Contents
- Abstract

It is important to note that research models can be confined to two concepts, one X and Y, or involve a few factors within a complex matrix of interplay between the concepts. Nevertheless, the logical reasoning underpinning even the most complex of models offered for analysis is anchored in the basic cognitive rationale of an explanation: X can explain Y – one concept X can explain another concept Y.



The examples used expand the basic model of a relationship, between one X and one Y, to include more than one explaining concept X from the first research question stage. Thus, it provides a more comprehensive platform for your understanding and practice.

For practice 1: Use 'smoking' as X (the reason), and 'headache' as Y (the explained concept).

For practice 2: Choose any X and any Y, preferably more than one explaining concept (reason) and result/explained concept.

1. Choosing the explained concept, the result (Y)

Choose a subject/topic that you are interested in (=Y). That is your **explained concept**: the factor/variable/construct/issue you wish to understand and explain.

In some assignments, you might have more than one Y, more than one explained concept. It is possible that they are somehow related, which is why you are interested in using the same explaining concept/s (=X) to explain both explained concepts.

For example, you might be interested in the genetic explanation (X) of the formation of attachment (Y1) and the type of attachment formed (Y2). Or, you might be interested in how political ideology (X1) and education (X2) can explain passive political participation (Y1), active political participation (Y2), and voting to a specific party/candidate (Y3).

We can and need to expand the analytical matrix during evaluation of a core explanation, even if we constrict our question to the basic formula of a minimum of one X and one Y. However, it is possible that this expansion is being done at the level of the research question itself – therefore the research model develops accordingly with the concepts that are employed in the research question. That means our research question is already expanded beyond one X and one Y. Thus, once it is evaluated it requires further expansion by illuminating the model, with additional Xs and/or Ys, to the one identified at the research question level.

Example 1: *I am interested in understanding what can explain unipolar depression. I simply find it interesting to try and understand why some people suffer from depression, and by implication, why some people do not suffer from depression.*

Example 2: *I am interested in understanding what can explain performance of employees in various organisations. My father is a CEO of an international business, and I am fascinated by trying to explain how and why employees have different levels of performance in their job. If I understand what can explain different levels of employees' performance, I might be able to advise my father; also, I can facilitate conditions in my own growing business aimed at increasing performance.*

Example 3: *I am interested in understanding what can explain social unrest in Western democracies. I am toying with the idea of becoming a politician, and I think it is an important knowledge that can help my political ambitions – especially nowadays when some democracies in Europe are experiencing different degrees of social unrest.*

Practice 1:

Practice 2:

2. Research question and aim

Write a **research question** about the Y you have chosen, and write the **aim** as a reflection of the research question:

Example 1: *What can explain why some people are more likely to suffer from unipolar depression compared with others?*

The aim is to examine how and why some people suffer from unipolar depression (or are more likely to suffer from depression).

Example 2: *What can explain different levels of employees' performance in their specific jobs?*
The aim is to examine how and why some employees perform better or higher than their counterparts.

Example 3: *What can explain social unrest in contemporary Western democracies?*

The aim is to examine the reasons for social unrest in contemporary Western democracies.

Practice 1:

Practice 2:

3. Higher and lower levels of abstraction

Write your research question at **one higher level** (use a more general concept than your original key research question), and **one lower level** (more specific concept/condition), regarding the topic you are interested in.

This understanding of different levels of abstraction, and the elasticity of concepts, is pivotal for your analysis and evaluation – in terms of understanding the 'bigger' and 'smaller' picture of the specific model you are dealing with.

That means that you implant your specific original question (the one that reflects the exact concepts you are dealing with), within its higher, wider, more general context and its lower, more specific context. Such orientation can amplify the quality of your analysis immensely.

Example 1: *What can explain affect disorders (higher); what can explain mental disorders (very general/much higher); what can explain unipolar depression in men (specific); what can explain unipolar depression in women after giving birth (more specific)?*

Example 2: *What can explain employees' behaviours in organisations (higher); what can explain human behaviours (very general/much higher); what can explain timeliness of employees (specific); what can explain timeliness of employees in the medium-size private business sector in Oxford during the last few months (very specific)?*

Example 3: *What can explain civil wars (higher); what can explain collapse and dissolution of states (very general/much higher); what can explain the violent protest of the Yellow Vests in France in the last few months (specific)?*

Practice 1:

Practice 2:

4. Choosing the explaining concept, the reason (X)

Identify/choose the **explaining factor/element** – which concept (=X) do you wish to use to explain the topic/outcome you are interested in (=Y). Then write your original research question accordingly, by using X and Y.

In the same way you can use more than one Y, you can often use more than one X. Remember, even if you deal only with one Y and one X your evaluation still involves comparison to other Ys and Xs. However, you are using these 'additional' concepts to evaluate the core X and Y. Hence, they are not part of your core target, the spine of your analysis. If it is a research report, these additional concepts are not part of your research factors. Namely, you mostly do not collect data to measure and analyse these additional concepts. If, however, you include more than one X and one Y in your research question, aims, and hypotheses then all the concepts you use are an integral part of every stage of your report – rather than treating them as concepts that illuminate the key relationship.

Example 1: *Y = unipolar depression; X1 = brain chemicals, X2 = self-esteem.*

How and why can brain chemicals and self-esteem explain unipolar depression?

Example 2: *Y = employees' performance; X1 = job satisfaction, X2 = self-esteem, X3 = locus of control.*

How and why can job satisfaction, self-esteem, and locus-of-control explain employees' performance in their jobs?

Example 3: *Y = social unrest (in contemporary Western democracies); X = economic conditions.*

How and why can economic factors explain social unrest in contemporary Western democracies?

Practice 1:

Practice 2:

5. Practise research question with different levels of abstraction

Write your **research question** (having already identified both explaining and explained concepts), in one **higher level** and one **lower level** (similar to what you have done with the explained concept).

This understanding regarding different levels of abstraction is important for the analytical depth, by 'stretching' the concepts used in your analysis – as applied in key analytical elements: introduction, theoretical framework, conclusions and limitations, implications, and applications.

Example 1: *How and why can biological and personality factors (higher) explain mental disorders (higher)?*

How and why can serotonin levels (specific) and self-esteem explain depression in women after giving birth (specific)?

How and why can dopamine (specific) explain mental disorders (higher)?

Example 2: *What is the relationship between personal-psychological factors (higher) and employees' behavioural dimensions at work (higher)?*

What is the relationship between self-esteem and timeliness (specific) of female employees (specific) in the medium-size private business sector in Oxford during the last few months (specific)?

How and why can personal-psychological factors (higher) explain timeliness of employees (specific)?

Example 3: *How and why can different socioeconomic factors (higher) explain civil wars (higher)?*

How and why can prolonged severe inflation (specific) and rising living costs (specific) explain violent protest of the Yellow Vests in France (specific)?

How and why can prolonged severe inflation (specific) explain civil wars (higher)?

Practice 1:

Practice 2:

6. Introduction

Write a basic background and context to your report, including why it is important, in one short paragraph.

The different levels of abstraction, the higher and more specific level, as demonstrated in different levels of your research question, are of prime importance at the introduction. They allow you to set up the scene to your specific investigation.

This is true especially in more elaborate assignments, where the introduction is likely to be a chapter in and of itself. However, even in a one paragraph introduction this understanding is crucial, because it provides the wider 'reason' for why there is an interest in the specific question in the first place.

Example 1: *There is a sharp increase in depression diagnosis and the prescribing of anti-depressant drugs in the UK in the last decade. It also seems to affect all social sectors. The prolonged use of antidepressant is being linked with various negative outcomes, like addiction and dependency. Such effects have implications not only on the individual's personal life, but also on one's family, work, and on public services, like healthcare. This report aims to explore how and why levels of the neurochemical serotonin, and self-esteem, can affect the development of unipolar depression.*

Example 2: *The widespread phenomenon of increasing number of employees working from home, at least for some of the working days/hours, accentuates the increasing interest in understanding how and why various factors can explain different levels of various employees' behaviours in the organisation, such as job performance. This report aims to examine the role that various personal-psychological factors, particularly job satisfaction, self-esteem, and locus-of-control, play in explaining key dimensions of work performance, especially timeliness of employees.*

Example 3: *The violent protest of the Yellow Vests in France took many people by surprise. Most people have not expected that 'merely' rising fuel costs will lead to a protest that is not only widespread and persistent but also quite violent. The report aims to examine the role that economic*

factors play on the likelihood of social unrest in contemporary Western democracies, particularly given the global interdependent constellation.

Practice 1:

Practice 2:

7. Theoretical background

Since the current section is referring to a scientific report, the theoretical background in many ways corresponds to the core analysis that you would carry out in a body of an essay.

Write bullet points of elements/categories of the theoretical analysis you will conduct regarding the relationship between X and Y:

- What is **Y**
- What is **X**
- How and Why can **X** explain **Y**

Example 1:

- *Y = What is unipolar depression, and*
- *Unipolar depression within the wider context of depression, and the wider context of mental disorders.*

- *X1 = What is serotonin, and*
- *Serotonin within the wider context of neurotransmitters, and the wider context of biological factors.*

- *Analysis = How and Why can X1 (serotonin) explain Y (unipolar depression).*

- *X2 = What is self-esteem, and*
- *Self-esteem within the wider context of personality factors.*

- *Analysis = How and Why can X2 (self-esteem) explain Y (unipolar depression).*
- *What is the relationship between X1 and X2?*

- *Evaluation = of the analysis of the influence of X1 and X2 on Y:*

This evaluation can be carried out also at any of the stages above, and/or in separate sections. For evaluation you can use any of the principles 1-18 from the ***SAFE Method***, such as:

- Strengths and weaknesses: of the influence of X1 (serotonin) and X2 (self-esteem) on Y (unipolar depression).

- Alternative explanations (another X). That is, X3 (like dopamine), X4 (like locus-of-control), X5 (like genetic predisposition).

- Comparison to another explained concept/factor (another Y). That is, Y2 (like health habits), Y3 (like inter-personal relationships).

- Move between different levels of abstraction: general theory and specific evidence supporting, or not supporting, the explanation.

- Nature versus nurture debate, and so forth.

Example 2:

- *Y = What is employee performance, and*
- *Employee performance within the wider context of employees' behaviours in organisations, and the wider context of human behaviours.*

- *X1 = What is job satisfaction, and*
- *Job satisfaction within the wider context of employees' feelings and beliefs, and the wider context of personality.*

- *Analysis = How and Why can X1 (job satisfaction) explain Y (employee performance).*

- *X2 = What is self-esteem, and*
- *Self-esteem within the wider context of personality factors.*

- *Analysis = How and Why can X2 (self-esteem) explain Y (employee performance).*

- *X3 = What is locus-of-control, and*
- *Locus-of-control within the wider context of personality factors.*

- *Analysis = How and Why can X3 (locus-of-control) explain Y (employee performance).*
- *What is the relationship between X1, X2, and X3?*

- *Evaluation = of the analysis of the influence of X1, X2, and X3 on Y:*

This evaluation can also be interweaved into any of the stages above, and/or in separate sections. For evaluation you can use any of the principles 1-18 from ***SAFE***.

Example 3:

- *Y = What is social unrest, and*
- *Social unrest within the wider context of socio-political changes, and within the context of contemporary Western democracies, and in contrast to non-democratic regimes.*

- *X = What are economic conditions, and breakdown into key conditions such as:*
- *X1 inflation, X2 rising living costs, X3 GDP (gross domestic product), and X4 recession.*
- *Economic conditions within the wider context of socio-political and cultural conditions affecting political stability.*

- *Analysis = How and Why X1-4 (economic conditions) can explain Y (social unrest in Western democracies).*

- *Evaluation = of the analysis of the influence of X1-4 on Y:*

This evaluation can also be conducted at any of the stages above, and/or in separate sections. For evaluation you can use any of the principles 1-18 from the ***SAFE Method***.

Practice 1:

Practice 2:

Methodology

In most research reports the **theoretical section**, as above, will follow the introduction, and is likely to be composed of a few chapters/sections – depending on the scope of the report/dissertation.

The theoretical background will be followed by a **methodological section**, which will include:

- Hypotheses.
- Conceptual and operational definitions of the research concepts/variables/factors, and control of variables: extraneous/confounding variables.
- Data collection, procedure.
- Apparatus, ethical issues (with appendices at the end of the report).
- Participants, sample and sampling method, ethical issues.
- Data analysis, presentation of data.
- Results: descriptive and inferential, and with regard to the hypotheses.
- Thereafter, the conclusion/discussion section: explanation of your results, limitations and weaknesses, implications, applications and future research.

We will refer now to hypotheses and definition of concepts, but we will skip the elements of data collection, data analysis, and presentation of results.

8. Hypotheses

Write a null hypothesis, a non-directional, and a directional hypothesis about the relationship between the two concepts, X and Y.

The hypotheses are rooted in the analysis you have conducted in the theoretical background. Thus, based on your analysis, you can speculate on the nature of the relationship you expect to be demonstrated by the analysis of your specific data.

Null hypothesis = there is no relationship between X and Y – that is the hypothesis you aim to refute and to reject. Or, under experimental conditions: there is no difference between one group and another group.

Non-directional hypothesis = there is a relationship between X and Y, but we do not speculate about the nature of the relationship – we merely expect X to be associated with Y. Or, under experimental conditions: there is a difference between one group and another.

Directional hypothesis = how does X relate to Y, how can it explain the way in which it is influencing Y – it indicates the nature and direction of this relationship. Or, under experimental conditions: what is the nature/direction of the difference between one group and another.

- Null hypotheses:

Example 1: *There is no relationship between brain chemicals (serotonin), self-esteem, and unipolar depression.*

Example 2: *There is no relationship between personal-psychological factors (job satisfaction, self-esteem, and locus-of-control) and employee performance.*

Example 3: *There is no relationship between economic factors and social unrest.*

Practice 1:

Practice 2:

- **Non-directional Hypotheses:**

Example 1: *There is a relationship between serotonin and unipolar depression, and between self-esteem and unipolar depression.*

Example 2: *There is a relationship between personal-psychological factors (job satisfaction, self-esteem, and locus-of-control) and employee performance.*

Example 3: *There is a relationship between economic factors and social unrest.*

Practice 1:

Practice 2:

- **Directional hypotheses:**

Example 1:

- *Low levels of serotonin will increase the likelihood of unipolar depression, and*
- *Low levels of self-esteem will increase the likelihood of unipolar depression.*

People with low levels of serotonin are more likely to develop unipolar depression, and people with low levels of self-esteem are more likely to develop unipolar depression.

Example 2:

- *There is a relationship between low levels of job satisfaction, low levels of self-esteem, and external locus-of-control, with low levels of employee performance.*

Employees who are not very satisfied with their job, do not perceive themselves to be of value, and believe that external forces tend to control their lives are more likely to score low in job performance, especially timeliness.

Example 3:

- *Contemporary Western democracies are likely to experience social unrest, including violent protest, due to negative economic factors such as inflation, rising living costs, and recession.*

Practice 1:

Practice 2:

9. Conceptual and operational definition of concepts

Define your explaining and explained concepts at two levels:

Conceptual definition – what is the meaning of the concept, what are the attributes of the concept?

Operational definition – how to measure the concept, and even if we do not directly measure the concept then what does the concept constitute – what are its dimensions or indicators?

Example 1:

Conceptual and operational definition:

Explained concept:

Y = Unipolar depression = unipolar depression is defined as … and can be measured by ---

Explaining concepts:

X1 = Brain chemicals, serotonin = serotonin is defined as … and can be measured by ---

X2 = Self-esteem = self-esteem is defined as … and can be measured by ---

Example 2:

Conceptual and operational definition:

Explained concept:

Y = Employee performance = this concept can be defined as how well individuals/employees are conducting their duties and responsibilities. Its operational parameters can be how productive the employee is, how efficiently the work is being done, amount of consistent improvement, and level of creativity at work. These measures can be assessed annually, or more often, in the business or organisation.

Explaining concepts:

X1 = Job satisfaction = refers to the person's positive feelings of fulfilment and contentment in the job. Its operational dimensions can be simply to ask one question, such as: on a scale from 1 to 5, how satisfied are you in your job. Or to use a detailed scale measuring this factor with a cluster of questions which, in and of itself, can provide a few sub-factors for job satisfaction, such as: satisfaction regarding the nature of the work, current salary, promotion opportunities, and relations with co-workers.

X2 = Self-esteem = as a single trait is commonly defined as a relatively stable level of positive or negative attitude to one's self-worth, and can be measured by questions that tap into the level of agreement regarding what the person feels and thinks about their self-worth, such as: overall I have a very positive attitude towards myself.

X3 = Locus-of-control = this concept can be defined as the degree to which individuals feel and think that they have control over events in their lives (internal locus-of-control), compared with their lives being controlled by external factors such as fate or luck (external locus-of-control). It can be measured by individual items or a scale that taps into this definition, like in Rotter (1966) scale, choosing a sentence between pairs of sentences (one sentence represents internal locus, the other external locus). For example:

A. *Misfortune is usually brought about by people's own actions.*
B. *Things that make us unhappy are largely due to bad luck.*

Example 3:

Conceptual and operational definition:

Explained concept:

Y = Social unrest = Social unrest is … and can be operationalised as ---

Explaining concepts:

X = Economic factors = Like: inflation is … and can be operationalised as --- , and living costs are … and can be operationalised as --- , and recession is … and can be operationalised as ---

Practice 1:

Practice 2:

10. Conclusions and/or discussion

Some elements from the conclusion/s can be incorporated into the analysis and theoretical section, depending on the scope and type of assignment. In the examples below I have written in relative detail on purpose, compared with what you would practice, in order to provide clarifications to support your understanding.

Write a **conclusion** paragraph; it can include the following elements:

- **General conclusion**

Example 1: *Brain chemicals (X1) and personality factors (X2) can explain depression (Y). People with low levels of serotonin and people with low levels of self-esteem are more likely to suffer from unipolar depression. In addition, people with low levels of serotonin (X1) tend to have a low level of self-esteem (X2).*

Example 2: *Personal-psychological factors can explain different levels of employees' performance. Employees who are not very satisfied with their job, have a low level of self-esteem, and tend to believe that external factors shape their lives are likely to have low job performance – they are more likely to exhibit poor management of their time and tasks. In addition, the personal-psychological concepts are interrelated: people with low self-esteem tend to have external locus -of-control, and tend to be less satisfied with their job.*

Example 3: Western democracies which experience *negative measures of economic factors are more likely to experience social unrest, including violent protest.*

Practice 1:

Practice 2:

- **Limitation of the conclusion**

Example 1: *Not all people with low levels of serotonin and low self-esteem develop unipolar depression. On the other hand, some people with stable levels of serotonin and high self-esteem can, and will, develop depression. That makes it interesting to expand the explanation to account for such individual differences. For example, life-style factors (=another X, like: diet, exercise, drinking alcohol, and smoking cigarettes) can mitigate (=how and why) the psychological and physiological influence of brain chemicals and personality factors on the likelihood of depression.*

In addition, not all people with low levels of serotonin are also low on self-esteem, thus it is important to clarify the relative influence of such factors on unipolar depression.

Example 2: *Not all people with low job satisfaction, low self-esteem, and external locus-of- control will exhibit low performance in their job. On the other hand, some people with high job satisfaction, high self-esteem, and internal locus-of-control can perform very poorly at their jobs. That makes it interesting to expand the explanation to account for such individual differences. For example, being married (=another X) and having to pay a mortgage (=another X) can explain why some people who are low on these personality measures, nevertheless, do perform well and keep timeliness (=how) – because they are very anxious of being made redundant (=why). However, it is possible that experiencing high marital conflict can explain low job performance, because the person is struggling to manage their feelings and that has negative effects on their performance. Another limitation to the above generalisation is related to the consideration of both the cultural context and the type of the organisation. It is possible to suggest that in non-Western economies, the influence of personal-psychological factors is less prominent, particularly taking into account differences between government versus private organisations.*

Example 3: *Some democracies which experience sharp negative economic conditions can nevertheless maintain stability, whereas other democracies which are not necessarily experiencing difficult economic conditions can become very unstable – including, altogether, the collapse of the political system. It is possible that the degree of legitimacy (=another X) that the political system enjoys can explain such socio-political differences in the consequences of economic difficulties. That is, democratic political systems, which are perceived by their citizens to act with legitimacy to policy choices that have negative impact on citizens, can mobilise support to such policies – because citizens believe the political system is acting in good faith and is serving their vital interests. On the other hand, lack of legitimacy can bring about deep socio-political unrest, if the political system is not perceived to be acting in ways that maintain what citizens perceive to be core interests embedded in the socio-political covenant.*

Practice 1:

Practice 2:

- **Ethical considerations and implications**

Example 1: *Although some biological factors are beyond our personal control, the link between low levels of serotonin and depression suggest that if we wish to reduce the rise of unipolar depression – and reduce the number of prescriptions of anti-depressants pills – we should try and educate people about the importance of life-style factors in mitigating biological influences on depression. Furthermore, the role that personality factors play in depression and mental disorders, in general, suggest that it is important for the government to encourage high education (by, for example, lowering tuition fees, or providing suitable students' loans) because high education has a strong positive influence on various personality characteristics. Such measures are beneficial also for the state's economy itself – many days of work are lost due to people being absent from their job because they are suffering from depression.*

Example 2: *Organisations who wish to increase employees' performance are advised to pay greater attention to how their employees feel and think about the organisation, and themselves. They can also facilitate positive healthy perceptions by investing in organising daytrips, allocating bonuses, cultivating a democratic work culture, and offering workshops to enhance well-being. Such measures can have a positive influence on an individual, thus a positive influence on how happy individuals are about their organisation and how positive they feel about themselves.*

Example 3: *Democracies can be advised to take all possible measures to avoid spiralling out of control inflation, tax rises, rising in living costs, and so forth. This is because of the negative potential such an economic scenario exercises on socio-political unrest, including violent protest, and escalation into internal wars. This is especially important if the democracy is characterised by a diverse society, wherein the potential for polarisation and internal conflicts is relatively high, with a threat to the legitimacy of the political system, especially at times of crisis.*

Practice 1:

Practice 2:

- **Future examination**

Example 1: *It might be useful to examine the role that brain chemicals, other than serotonin, play in different types of depression. Additionally, the role of other biological factors such as genetic predispositions, because it is possible that low levels of serotonin are triggered by genetic vulnerability. It can also be important to explore the role that various other personality factors play in the development of depression and other mental disorders.*

Example 2: *It is important to explore not only how personal-psychological characteristics can influence job performance, but also if, how, and why, the organisational structure and culture can influence job performance, and other employees' behaviours such as productivity.*

Example 3: *It is important to examine how not only economic conditions can influence social unrest, but also the role that diversity in society can play in the social and political stability of democracies, especially in comparison to authoritarian regimes.*

Practice 1:

Practice 2:

11. The final elements in your report include:

- References
- Appendices (apparatus, ethical issues such as consent form etc).

NOTES

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