



NEWSLETTER FROM THE DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

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FROM THE CHAIR'S OFFICE

Professor Johan Malan

During the course of 2015 the Department has been successful in increasing the number of master's students graduating to 15. At the same time its publication output in terms of accredited journal articles settled at 7. Members of the



Department presented 9 papers at international conferences and 14 at national conferences. With a fairly young staff contingent, the current focus of a sizable proportion of the staff contingent is upon accelerated development in the pursuit of doctoral qualifications, as only 46% of the staff holds a doctoral qualification.

The Department has successfully presented a follow-up session of the Psychometric Teaching and Research Interest Group on 17 April 2015 and the Empowering Development Conference on 17 July 2015. An overview of these events is provided under the heading "Events" later in this newsletter.

We are proud of our staff members who have excelled, like Prof promoted to full professor, Dr Gina Görgens who received a NRF rating Y2 and was promoted to associate professor, and our associate, Prof Gielie van Dyk, who was promoted to full professor. We are equally proud of Lindie van der Westhuizen who, for the first winner of the Stellenbosch Medal for the best master's student in the Faculty of Economic and Management Sciences.

On 11 and 12 April 2016 the Psychometric Teaching and Research Interest Group presented a follow-up workshop at the STIAS conference centre in Stellenbosch. The attendees included Prof Marise Born, Erasmus University, and Prof Cheryl Foxcroft, who

participated by means of teleconferencing (after the wi-fi connection failed). We were actually aiming to attract a larger group of participants from all the departments of Psychology, Educational Psychology and Industrial Psychology, but only 18 participants attended the conference.

Nevertheless, the aim of the so-called curriculum workshop was to define the overarching psychometric goal and to identify the tasks that the psychometrician needs to perform in order to meet the psychometric challenges facing South Africa. The subsequent discussion led to the identification of the competencies associated with these tasks. The generalised perception of the interest group is that the psychometric competencies are not properly catered for in the existing undergraduate and postgraduate curricula, and that there is a dwindling population of people capable of exhibiting the desired competencies.

In a next phase of the exercise the constituent elements of the competencies will be unpacked, after which the proficiency levels of the competencies will be determined for the different registration categories and the areas of application – based on the EFPA approach. This is clearly a fairly large exercise which requires the input of a great array of stakeholders – so you are requested to support the initiative when we request you to.

This is probably my last contribution to the newsletter as I am retiring at the end of 2016. I wish to thank all our faithful supporters for the way in which they have supported our activities over the past decade.



Photos taken at the Psychometrics Curriculum Workshop held at STIAS on 11 and 12 April 2016.

CONFERENCES AND PUBLICATIONS

INTERNATIONAL CONFERENCES

ENGELBRECHT AS, WOLMARANS. J, MAHEMBE B. The effect of ethical leadership on organisational justice, ethical climate and leader effectiveness. Annual Irish Academy of Management (IAM) Conference. Galway, Ireland. 2 - 4 September 2015.

ENGELBRECHT AS., HEINE G., MAHEMBE B. The influence of integrity and ethical leadership on trust and work engagement. European Congress of Psychology. Milan, Italy. 7-10 July 2015.

GÖRGENS-EKERMANS, G., & BOERS, M. Development and empirical evaluation of a Psychological Well-being at Work structural model. Paper presented at the European Congress of Psychology, 7 – 10 July 2015, Milan, Italy.

JORDAAN B, CILLIÉ G. From silos to synergy: HRM and ER as two sides of the same coin. 17th ILERA World Congress, Cape Town, South Africa. 7 – 11 September, 2015.

LATEGAN, BW, DU PREEZ, R, & PENTZ, CD. Drinking behaviour, alcohol motives and outcome expectancies of South African university students: A Social Marketing perspective. 14th International Congress of the International Association on Public and Nonprofit Marketing, 24 – 27 June 2015, Vitoria, Brazil.

MALAN, D.J., ROUX, S.M. The implications of an empirical study of the career success of black South African employees for their career management. 14th European Congress of Psychology, Milan, Italy, 7-10 July 2015.

MALAN, D.J., SWART B. The development and further refinement of an innovation leadership questionnaire. 14th European Congress of Psychology, Milan, Italy, 7-10 July 2015.

MARIRI, T., GRIESSEL, R. Towards the development of a human factors - safety behaviour structural model. 6th International Conference on Applied Human Factors and Ergonomics, Las Vegas, USA, 26th -30th July 2015.

ROUX, S.M., MALAN, D.J. The impact of positive organisational factors on the career success of black employees in the South African work environment. 14th European Congress of Psychology, Milan, Italy, 7-10 July 2015.

TEBLANCHE-SMIT, M, MARÉ, M & DU PREEZ, R. Applying social marketing principles to an African village model for orphaned children. 14th International Congress of the International Association on Public and Non-profit Marketing, 24 – 27 June 2015, Vitoria, Brazil.

NATIONAL CONFERENCES

D'EMILJO, A & DU PREEZ, R. (2015). Job demands and resources as antecedents of work engagement: A Diagnostic Survey of Nursing Practitioners. 17th Annual SIOPSA Conference, 27 – 29 July, Pretoria, South Africa.

GUSE JANSE VAN VUUREN, C, PENTZ, C. & DU PREEZ, R. (2015). The influence of product knowledge, risk and involvement on wine purchase. 27th South African Institute of Marketing Science Conference SAIMS Conference, 30 August – 1 September, Cape Town, South Africa.

MALAN, D.J., ROUX, S.M. The impact positive organisational factors on the career success of black employees in the South African work environment: An exploratory study. Empowering Development Conference at STIAS. Department of Industrial Psychology, Stellenbosch University, 17 July 2015.

THERON, C.C., BURGER, R, DU TOIT, B & PRINSLOO, J. A summary of the Burger, Du Toit & Prinsloo affirmative development learning potential structural models. Empowering Development Conference at STIAS. Department of Industrial Psychology, Stellenbosch University, 17 July 2015.

VAN DER WESTHUIZEN, N. & BOONZAIR, B. The Job-Demands Resources model: an application amongst audit firms in South Africa, 17th Conference of the Society for Industrial and Organisational Psychology of South Africa (SIOPSA), Pretoria, 27 – 29 July, 2015.

PUBLICATIONS

ADAMS, S & DE KOCK, FS. (2015). The role of salient beliefs in graduates' intention to apply. *SA Journal of Industrial Psychology*, 41(1), 8 pages.

DU PREEZ, R & VAN ZYL, L. (2015). Toward the development of a Corporate Social Responsibility Questionnaire: An adaptation of the LBI-2. *SA Journal of Industrial Psychology*, 41(1), 18 pages.

DU PREEZ, R. (2015). Teachings from consumer behaviour applicable to higher education. *South African Journal of Higher Education*, 29(5), 140-155.

ENGELBRECHT AS, HEINE G, MAHEMBE, B. (2015). The influence of integrity and ethical leadership on trust in the leader. *Management Dynamics: Contemporary Research*, 24(1): 2-10.

GÖRGENS-EKERMANS, G, DELPORT, M & DU PREEZ, R. (2015). Developing Emotional Intelligence as a key psychological resource reservoir for sustained student success. *SA Journal of Industrial Psychology*, 41(1), 13 pages.

MAHEMBE, B, ENGELBRECHT, AS, CHINYAMURINDI, W, KANDEKANDE, LR. (2015). A study to confirm the reliability and construct validity of an organisational citizenship behaviour measure on a South African sample. *SA Journal of Industrial Psychology*, 41(1): 8 pages.

PRINSLOO, J & THERON, C. (2015). The modification, elaboration and empirical evaluation of the Burger learning potential structural model. *Management Dynamics*, 24 (4), 2-34.



**Don't judge each day by the harvest you reap, but by the seeds you plant
– Robert Louis Stevenson**

DEPARTMENTAL NEWS

PROUD MOMENTS

Performance Index

“For an organisation to be healthy and performing well, the total organisation as well as its sub-units (work units) should function effectively.” (Spangenberg & Theron, 2005)

JvR Psychometrics is proud to introduce a new addition to the South African product range and the Spangenberg and Theron Leadership Suite (S&TLS) – titled the **Performance Index (PI)**. The PI was developed by two giants in the field of Leadership, Prof Hermann Spangenberg and Prof Callie Theron from the University of Stellenbosch.

The PI is a 360 assessment tool that can serve two functions:

- Firstly, in an organisational setting the PI can fulfil the need for a comprehensive and valid measure of performance for all kinds of work units.
- Secondly, in a research role the PI serves as a psychometrically sound and valid work unit performance measure.

The PI model has 8 dimensions and these can broadly be classified into 2 categories namely business oriented or people oriented.

DIMENSIONS	ORIENTATION
	Business Orientation
1. Capacity	Business / people
2. Market standing	Business
3. Production and efficiency	Business
4. Projected future growth	Business
	People Orientation
5. Core people processes	People
6. Adaptability	People / Business
7. Work unit climate	People
8. Employee satisfaction	People

The PI is a developmental tool and is accompanied by a comprehensive report. This report is designed to assist the leader to develop a better understanding of the current performance and efficiency levels of their unit and to assist the unit leader in gaining understanding of some fundamental organisational issues. These are: Competitive advantage, organisational complexity, and the way training, development, and other human resource interventions affect unit performance.

This Unit Performance report also gives the practitioner more detail with regards to individual dimensions and items and also provides the opportunity to, through a gap analysis; understand the leader's strengths and developmental areas. The tool is primarily designed for middle to senior managers who have been in their current position for at least six months and should have at least two/three followers reporting to them.

The PI can not only be used to provide insight to a leader with regards to their unit's performance it can also be used for tracking the performance and effectiveness levels of a unit at predetermined intervals or for organisational diagnosis as part of a change programme.

Some organisations may consider doing a re-assessment of the effectiveness of a work unit in order to determine whether a specific intervention, e.g. an organisational development intervention has improved the effectiveness of the unit. It is important, however, to remember that re-assessment can only be done after sufficient time has passed between two assessments. For positive change, effectiveness and performance to emerge and be displayed in work units, a period of at least 18 months is required.

The PI is currently available in English and can be completed electronically with a software report being provided to the practitioner. Although training is not a prerequisite for using the PI, it is recommended that the practitioner has experience in assessments and feedback. The PI is based on competencies and behaviours and can therefore be used by HR practitioners and psychologists alike.

The PI forms part of the Spangenberg and Theron Leadership Suite that comprises of 5 360° assessment tools, two of which, the LBI -2 and ELQ, has already been published and is distributed by JvR Psychometrics. Currently there is South African research available on the PI, and JvR Psychometrics would be happy to partner with clients who are interested in conducting predictive studies in their organisations.



For the first time in the history of the Department a student has been identified as the winner of the Stellenbosch Medal for the best Masters student in the Faculty of Economic and Management Sciences. This student is **Lindie van der Westhuizen**. We would like to thank all the academic staff who contributed to this success, especially Lindie's thesis supervisor; Professor Callie Theron.



Lindie van der Westhuizen

Prof Amos Engelbrecht achieved his C3 NRF rating and was promoted to full professor with effect from 1 July 2016.



Prof Amos Engelbrecht

Dr Gina Görgens achieved her Y2 NRF rating and was promoted to associate professor with effect from 1 July 2016.



Dr Gina Görgens

Prof Gielie van Dyk was awarded academic rank to full professor.



Prof Gielie van Dyk

The Department of Industrial Psychology would like to congratulate **Mienke Du Plessis, Carmen Fourie, Bianca La Grange, and Tessa Lean** for obtaining Cum Laude in 2015 for their Honours Degree.

The Department of Industrial Psychology would like to congratulate **Anlé D'Emiljo, Anja Langenhoven, Elzette Nel, Lindie van der Westhuizen, and Megan van Deventer** for obtaining Cum Laude in 2015 for their Master's Degree.

Ms Michelle Visser and **Ms Helene Viljoen** have been elected as vice chair and secretary, respectively, of the SABPP for the Western Cape.

Dr Gina Görgens delivered an insightful talk on the news about Burnout.

COMMUNITY INTERACTION PROJECTS

GÖRGENS, G. Emotional Intelligence training for undergraduate EDP students in management sciences at SU.

There's more to academic success than just high IQ scores. A person's ability to handle his or her emotions as well as that of others also comes into play, say researchers of the Department of Industrial Psychology. They conducted the first notable South African study to investigate whether an EI training programme can enhance students' own psychological resources, and especially those that could help them attain academic success. The study forms part of research into the critical psychological resources that can help a student to successfully study and ultimately graduate. The results are therefore relevant within South Africa's challenging education situation. Not only is it needed to build in factors that help to increase student numbers at tertiary institutes, but also to help students timeously and successfully complete their studies.

The study assessed the impact of an EI development intervention programme for first-year students at Stellenbosch University. During five two-hour long weekly small group EI training sessions, students were taught how to better understand and manage their emotions, as well as the emotions of others. More than 70 first-year extended degree programme students in the EMS faculty were voluntarily assessed, of which about 30 completed the training programme.

The programme's influence on the students' emotional intelligence (as it relates to among others their ability to recognise, understand

and control emotions), their affective state, academic self-efficacy, stress and self-leadership was assessed. The findings show that a person's levels of emotional intelligence are not fixed and can be improved through an emotional intelligence training programme..

The findings indicate that EI is malleable and has a particular influence on academic self-efficacy. More research is however necessary about supplementary teaching and learning initiatives that are geared towards increasing student success rates, such as EI development programmes. This is needed to assess whether such non-cognitive personal resources can indeed be used successfully to complement the academic offering at tertiary institutions, with the aim of increasing student success.

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ekermans@sun.ac.za

Read also:

Görgens-Ekermans, G, Delport, M & Du Preez, R (2015). Developing Emotional Intelligence as a key psychological resource reservoir for sustained student success, *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 41(1), Art. #1251, 13 pages.
<http://dx.doi.org/10.4102/sajip.v41i1.1251>

VISSER M. Development and presentation of skills training courses for the Rachel's Angels mentors. Rachel's Angels Trust Media24, Cape Town.

Rachel's Angels Workshop Summary:

On the 7th of March 2015, the Department of Industrial Psychology and Media24 ran a

highly successful Mentor/Mentee Workshop for their collaborative Rangel's' Angels Mentorship Program. The Rachel's Angels Mentorship program aims to facilitate the preparation of high school pupils (mentees) from disadvantaged schools in and around the Cape Town area for higher education at Universities and colleges. The mentees are paired with carefully selected mentors from the University of Stellenbosch over a period of two years.

The purpose of the Facilitation Workshop was to firstly provide the mentors and mentees with a refresher session about the Mentorship program and secondly, in an interactive manner, to get feedback from them about the program. The effective use of adult learning tools like PowerPoint presentation, video clips, quotes, music clips, pictures and role play games had a big impact judging by the level of enthusiasm and very positive feedback received from the participants. The following staff members from the Department of Industrial Psychology assisted in the program Michelle Visser (Coordinator), Tendai Mariri, Michelle Boonzaier, Carla Jansen Van Vuuren, Susan Goosen and Trevor Herselman.

Written by Tendai Mariri, Workshop Facilitator.



Industrial Psychology post graduate students and interns facilitating workshops for RA Mentors.



Mr Schalk Albertyn delivering a presentation to the RA Mentors.

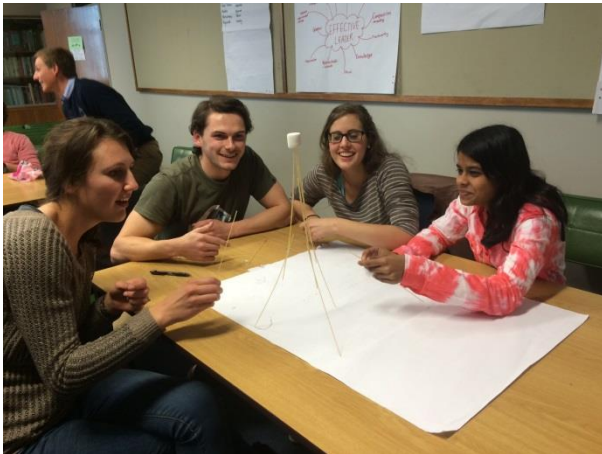
VISSER M. Assistance with the organizational development project called the graduate attribute model for medical practitioners and associates. Faculty of Health Medicine and Health Sciences, Stellenbosch University.

The role of the Department of Industrial Psychology in the Doctor as change agent in communities' module and of the faculty of Medicine and Health Sciences.

The Department of Industrial Psychology was in January 2016, actively involved in the final assessments of the students of the Doctor as change agents in communities of the Faculty of Medicine and Health Sciences. The assessment took place over a period of two weeks, where members of faculty and Industrial Psychology Interns were required to make behavioural observations, of both groups and individuals, in terms of competency development. The final week of assessments, where competency based interviews were held with each of the students concerning their attempt at developing the identified graduate attributed of a medical practitioner. The Department was lauded for their continued support and partnership with the Faculty of Medicine and Health Sciences

where the department received very favourable feedback from both faculty and students.

Written by Trevor Herselman, Workshop Facilitator and Examiner.



Students partaking in an activity for behavioural observations.

VISSER M. Development of a leadership skills course for fourth year medical students. Presentation of course to 250 students in August as part of the “Doctor as change agent in communities module”. Faculty of Health Medicine and Health Sciences, Stellenbosch University.

Learning and Development presented by the Department of Industrial Psychology at the Faculty of Medicine and Health Sciences – MbChB students, 5th year.

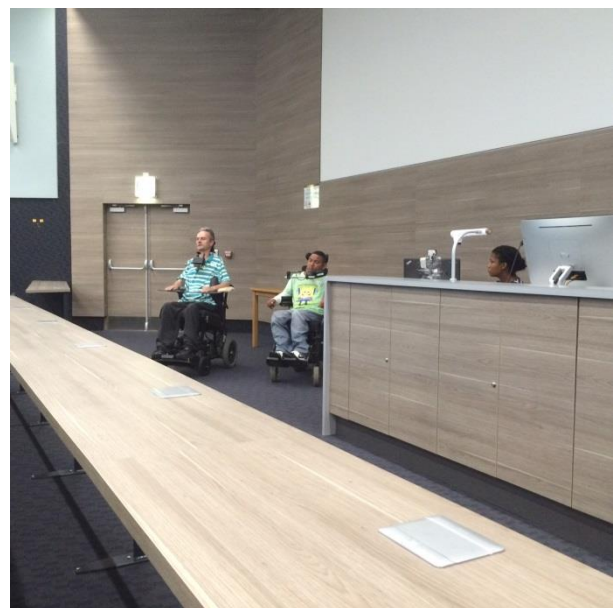
The workshop ‘Collaborative Leadership and Teamwork’ was presented as part of the module ‘Doctor as a change agent in communities’ for the second time during January 2016 by the industrial psychology interns of the department of industrial psychology. Feedback received after the completion of the module in 2015 motivated

a number of changes to the original workshop.

The Emotional Intelligence part of the original workshop was extended and re-developed into a stand-alone workshop with more emphasis on the complexity and importance of EQ as one of the core competencies to enable the development of the graduate attributes as identified by the Faculty of Medicine and Health Sciences for all undergraduate students in their teaching and learning programmes.

Additionally, the Collaborative Leadership and Teamwork workshop was adjusted to include a focus on leadership in the African context in order to make students more aware and open their horizons to different attitudes and world views amongst their patients, colleagues and fellow students.

Written by Susan Goosen, Workshop Facilitator.



Disabled inspirational speakers.

INDUSTRIAL PSYCHOLOGY SOCIETY

The Industrial Psychology Society was established many years ago with a passionate cause and a living vision. The IPS team of 2015 came into their term with an unrelenting passion for the committee and strived to unlock its hidden potential. I believe that the IPS of 2015 resurrected this leadership platform and turned it into the committee they believed it could be. Despite the challenges that we faced, I believe that together we laid the foundation for our progressive committee.

As we entering into our new term of service to not only the Industrial Psychology Department but also the Industrial Psychology student body, I believe that the IPS is ready to dive into deeper waters and go beyond what we thought possible. Our first order of business has been to establish a constitution for the IPS to further legitimise the representative body and clearly outline the vision, mission, identity and stance of the IPS. Along with this new constitution, a new image and identity which we hope to continue improving upon in years to come has been established.

["The Department of Industrial Psychology Society (IPS) represents the academic interests of all students in the department of Industrial Psychology, within the department itself as well as other university bodies. Students' interests can be addressed by means of a student representation system that strives towards accountability, inclusivity, transparency and meeting the needs of its fellow students."]

In the spirit of all things new, we have also re-established our core objectives:

1. We strive to empower, represent and inform students within the Department of Industrial Psychology, while striving to stimulate interest and support all branches and fields of Industrial Psychology.
2. The IPS aims to effectively represent students' academic interests while attempting to effectively solve academic issues which may arise within the department while ensuring cooperation with the SU staff members involved.
3. We endeavor to address academic complaints and queries from students and staff alike within the Department of Industrial Psychology. The IPS also strives to achieve the co-operation of all interested parties in the particular issue.
4. We strive to create an environment that promotes education, inclusivity, ambition, hard work and freedom of communication within the Department of Industrial Psychology.

We as a team are extremely passionate about people and we would love to share that passion with our fellow students through interaction and most importantly by rubbing our excitement for the Industrial Psychology profession off on them. We aim to create platforms for them to network with one other as well as other members of industry. The IPS strive to ignite a pride inside of each and every student in our faculty for this broad and world-changing profession that we are all about to enter.

The IPS is a team filled with leaders who are excited and truly hungry to see a change as well growth in the IPS. We also strive to assist the students we serve to reach their full potential. We aspire to change the face of the IPS, transforming it into a committee full of substance.

Written by Zhané Holt, IPS Chairperson.



INTERNATIONAL COLLABORATION INITIATIVES

Prof Amos Engelbrecht has been on study leave during the second semester and has been to KU Leuven University and established contact with **Prof Jeroen Stouten**, Faculty of Psychology and Educational Sciences. They have made some progress towards the establishment of a joint PhD programme.



Prof Jeroen Stouten

Mr Wesley Peters, Department of Psychology, University of Namibia has paid us a visit with the view to the academic management of our programme content.

Prof Klaus Melchers from Ulm University in Germany presented a guest lecture at the Department on 23 March 2015 on the topic: What are the Effects of Candidates' Knowledge of the Performance Dimensions that are Targeted in Assessment Centres and Selection Interviews?



Prof Klaus Melchers

Prof Thorsten Teichert holds the Chair of Marketing and Innovation at the University of Hamburg. His research and consulting projects especially include issues in new product development, global innovation management, as well as consumer behavior. He spent 4 weeks in our Department (from 19/2 to 19/3) as the guest of Prof Ronel du Preez.



Prof Thorsten Teichert

MASTER'S DEGREES

The following candidates received their Master's degrees during 2015.

DE VILLIERS, C



DE VILLIERS, C. The relationships between emotional labour, the HEXACO personality traits, work engagement and burnout in the hospitality industry.

M.Com. (Ind. Psych.), 2015. 142pp. Study leader: Dr B Boonzaier.

ABSTRACT: The flexible nature of the service delivery environment has had a major impact on the functioning of organisations. Managers realise that they need to be flexible and able to change if they want to survive in the long run. Employees are the tools service organisations utilise to make profit in the hospitality industry. The restaurant industry is a highly competitive environment and managers cannot afford poor service delivery from employees. Employees experiencing high levels of job engagement and low levels of job burnout have indicated superior performance and increased financial returns. The primary objective of this research study was to develop and empirically test a structural model that elucidates the antecedents of variance in job engagement and job burnout among frontline waitrons at franchise x in the Western Cape. In addition, the research study investigated whether employees utilise deep acting or surface acting when faced with emotional labour demands. The study investigated whether certain personality traits are more suitable for the industry by

investigating whether certain personality characteristics are related to job engagement or job burnout. In this research study, partial least square (PLS) analyses were utilised to test the formulated hypotheses. Quantitative data was collected from 333 frontline waitrons employed at franchise x in the Western Cape. Data was collected specifically for the purposes of the study and participation was voluntary. The survey was distributed at the branches of franchise x. Managers had a week to facilitate their frontline waitrons in the completion of the surveys. The data was kept confidential and anonymous throughout the study. The survey comprised five sections. The first section asked participants for specific biographical and employment information. Subsequent sections measured specific latent variables applicable to the study utilising reliable and valid measuring instruments. These instruments were the Maslach Burnout Inventory (MBI) (Naude & Rothmann, 2004), Utrecht Work Engagement Scale (UWES) (Schaufeli & Bakker, 2004), HEXACO-PI-R (Ashton, Lee, Pozzebon, Visser & Worth, 2010) and the Emotional Labour Scale (ELS) (Van Gelderen, Konijn & Bakker, 2011). Data was subjected to a range of statistical analyses. The findings shed light on the importance of job engagement for frontline waitrons at the branches of franchise x in the Western Cape. The results indicate that proactive management of job and personal resources and job demands may result in desirable outcomes such as increased job engagement and financial returns. The study provides South African industrial psychologists with much needed insight into the presenting problem within the hospitality industry. With reference to the managerial implications and the recommended interventions, industrial

psychologists can ensure retention of job engagement and decrease of job burnout among frontline waitrons within the hospitality industry.

To view the full thesis, follow this link:
file:///C:/Users/indpsych/Downloads/devilliers_relationships_2015.pdf

D'EMILJO, A



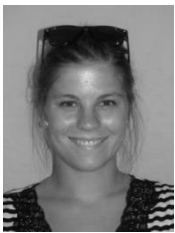
D'EMILJO, A. Job demands and resources as antecedents of work engagement: a diagnostic survey of nursing practitioners. M Com. (Ind. Psych.), 2015, 183pp. Study leader: Prof R du Preez.

ABSTRACT: Health care is a key factor in the general health and wellbeing of any society. At the centre of any well-functioning healthcare system is sufficient, engaged and competent nursing staff. Access to proper health care is reliant on sufficient nursing staff levels, but unfortunately the global scarcity of nursing staff is proving to be a big challenge to the quality and service delivery that public and private healthcare organisations are providing. One of the many contributing factors to the shortage of nursing staff is the global challenge of an aging nursing staff population. At a time of widespread concern about nursing shortages and an ageing nursing workforce globally, human resources functions should pay increasing attention to addressing the shortage of nursing staff. Although attracting individuals to the nursing profession will increase the nursing pool, the engagement (and consequently retention) of current nursing staff is crucial to ensure a sustainable nursing workforce, and as a result,

a sustainable healthcare system. The purpose of this study therefore included a diagnosis of the current state of work engagement of nursing practitioners, with the Job Demands and Resources model as diagnostic model, in an attempt to identify the antecedents that significantly contribute to the engagement of nursing practitioners. The data analysis techniques that were applied in this study included item analysis, correlation analysis, hierarchical multiple regression analysis, PLS analysis and ANOVA. While the overall level of work engagement of nursing practitioners in the sample might not have been as low as had been envisioned, there are clearly deficiencies that need to be addressed. In terms of job resources, the factors that were found to be below optimum levels, and warrants intervention, included remuneration, participation, career possibilities, variety at work, independence at work, opportunities to learn, and information. The job resources communication, contact possibilities, relationships with colleagues and relationship with supervisor yielded acceptable mean scores and as a result no particular interventions were proposed for these variables. In terms of job demands, all job demands were reported to be at unacceptably high levels; however, no correlation between pace and amount of work and work engagement was confirmed. As a result, practical recommendations were built around these job demands and resources which anticipate increasing the work engagement of nursing practitioners and thereby partially addressing the greater problem of nursing shortages.

To view the full thesis, follow this link:
file:///C:/Users/indpsych/Downloads/demiljo_job_2015.pdf

DU TOIT, A



DU TOIT, A. An evaluation of a possible increase in self-knowledge through a career counselling intervention for grade 11 learners in previously disadvantaged schools. M

Com. (Psych.), 2015, 111pp. Study leader: Ms. M. Visser.

ABSTRACT: Organisations are largely dependent on their workforce in order to be successful and competitive. In order to do accomplish this goal, employees need to be motivated and feel satisfaction in their jobs. Employees who are unhappy in their work will be unproductive and eventually become a cost to their employers. Employees who have made the wrong career choice are more likely to be unhappy in the workplace and it is therefore very important to make the correct career choice from the beginning. In South Africa, the choice of a career usually occurs when one is still in Grade 11 or Grade 12. Unfortunately, career counselling is expensive and many learners' parents do not have the financial capacity to afford career counselling, resulting in their children making a career choice based on the available information that they are able to access. These sources of information often are incorrect or incomplete, leading to a wrong career choice. At this stage, an adequate level of self-knowledge in order to make an informed career choice is not always present, either. Self-knowledge, consisting of personality, aptitude and interests, is an important construct necessary for making an informed career choice. The aim of this research study was to develop a group-based, low cost career counselling

intervention for Grade 11 learners in schools where the learners would not otherwise be able to access career counselling, with the intention of increasing their self-knowledge. Three subtests of the Differential Aptitude Test, the 16 Personality Factor Questionnaire and the Meyers Interest Questionnaire were utilised in the intervention and self-knowledge was measured using a self-developed questionnaire based on the Career Development Questionnaire. The statistical results indicated that this intervention was successful in increasing self-knowledge, but it was also seen that the intervention led to an increase in career maturity.¹ This group-based, relatively low-cost career-counselling intervention can therefore be offered to schools whose learners are not able to afford individual career counselling as it will assist learners, through increasing their self-knowledge and level of career maturity, in making a more informed career choice.

To view the full thesis, follow this link: file:///C:/Users/indpsych/Downloads/dutoit_evaluation_2015.pdf

DU TOIT, D



DU TOIT, D. The development of an ethical integrity test. M.Com. (Psych), 2015. 157pp. Study leader: Prof AS Engelbrecht.

ABSTRACT: This study investigated the growing phenomenon of counterproductive work behaviour, and how personality and integrity affects this. It was deemed important to establish what contributes to counterproductive work behaviour. The aim of this study was to develop a new ethical

integrity test and to investigate existing relationships between constructs that play a significant role in behavioural integrity. These constructs include honesty, conscientiousness, and counterproductive work behaviour. This study was therefore undertaken to develop an ethical integrity test and to determine the initial construct validity of the new test. Based on existing literature, a theoretical model depicting how the different constructs are related to one another was developed and various hypotheses were formulated. Data for the purpose of the quantitative study were collected by means of an electronic web-based questionnaire. A total of 318 completed questionnaires were returned. The final questionnaire comprised the newly developed ethical integrity test, HEXACO Personality Inventory-Revised (HEXACO-PI-R), and the Interpersonal and Organisational Deviance Scale. The postulated relationships and the conceptual model were empirically tested using various statistical methods. Reliability analysis was done on all the measurement scales and satisfactory reliability was found. The content and structure of the measured constructs were investigated by means of confirmatory factor analyses. The content and structure of the newly developed Ethical Integrity Test was also investigated by means of exploratory factor analysis. The results indicated that reasonable good fit was achieved for all the refined measurement models. Subsequently, Structural Equation Modelling (SEM) was used to determine the extent to which the conceptual model fitted the data obtained from the sample and to test the hypothesised relationships between the constructs. The results indicated positive relationships between honesty and ethical integrity; conscientiousness and ethical

integrity; and conscientiousness and honesty. Furthermore, the results indicated negative relationships between ethical integrity and counterproductive work behaviour; as well as honesty and counterproductive work behaviour. The present study contributes to existing literature on counterproductive work behaviour by providing insights into the relationships between honesty, conscientiousness, ethical integrity. This study developed an Ethical Integrity Test based on recent ethics literature. Preliminary evidence of reliability and construct validity for the Ethical Integrity Test was found. The limitations and recommendations present additional insights and possibilities that could be explored through future research studies.

To view the full thesis, follow this link: file:///C:/Users/indpsych/Downloads/dutoit_development_2015.pdf

DU TOIT, M



DU TOIT, M. The influence of leader integrity on ethical leadership, interactional justice, leader trust and counterproductive work behaviour. M.Com. (Psych), 2015. 198pp. Study leader: Prof AS Engelbrecht.

ABSTRACT: This study arose due to the costly and harmful effect that negative behaviours have on organisations and society alike. This study is therefore undertaken to understand the determinants of these negative behaviours as well as to identify constructs that can defer these types of behaviour. The aim of the study was to study the constructs that is expected to significantly affect the occurrence of

counterproductive workplace behaviours (CWB) in South African organisations. Therefore the purpose was to investigate the relationship between leader integrity, ethical leadership, interactional justice, leader trust and CWB. A theoretical model was subsequently developed to explain the structural relationships between the latent variables and counterproductive behaviours. Propositions were formulated regarding the postulated relationships found between these variables in the literature study. These hypotheses were tested to determine the validity of these propositions to subsequently test the proposed structural model. The sample encompassed employees from four organisations in the Western Cape. The respondents completed the Leader Trust Scale (LTS), the Justice Scale, Leadership of Ethics Scale (LES), Ethical Integrity Test (EIT) and the Deviance Scale. The proposed hypotheses and structural model were empirically tested by means of Partial Least Squares Analysis (PLS). These analyses included reliability analysis to determine the reliability of all the measurement scales. Satisfactorily reliability were found for all measurement scales. The structural model and the hypothesised relationships were analysed by means of the PLS path coefficients, R Square values and Pearson product-moment correlation coefficient. The results indicated that support could be found for the relationship between leader integrity and ethical leadership, leader integrity and interactional justice, leader integrity and leader trust, ethical leadership and interactional justice, and leader trust and interactional justice. Only partial support was found for the relationship between ethical leadership and leader trust, leader trust and CWB, interactional justice and CWB, ethical

leadership and CWB and leader integrity and CWB. Subsequently conclusions were made from the results as well as recommendations made for future research.

To view the full thesis, follow this link: file:///C:/Users/indpsych/Downloads/dutoit_influence_2015.pdf

FOUCHE, E



FOUCHE, E. The relationships between engagement, burnout and performance in an e-commerce retail company. M.Com. (Ind. Psych.), 2015. 133pp. Study leader: Dr B

Boonzaier.

ABSTRACT: It is the role of the Industrial Psychologist and the Human Resources function within a company to contribute positively to an organisation's competitive advantage. Human capital should be viewed and managed as a critical success factor within this context. The probability of attaining success over competitors could be addressed through focussing on the impact of employee performance on competitive advantage. With reference to the organisational life cycle, the e-commerce industry in South Africa seems to be in its infancy. It is in this stage when attaining high levels of performance from employees is of critical importance. In this lies the key for building and growing a competitive advantage that would set one organisation apart from the other – where one organisation would survive the infancy stage and another would drown in the quest to match the demands posed by the relevant industry and its customers. There is minimal Industrial or Organisational Psychology

research that has tested hypotheses in the e-commerce industry. This contributed to the decision to implement this research in the e-commerce industry. The e-commerce industry is growing rapidly, and performance therefore is a key factor for success in any e-commerce company in South Africa. The focus of this study was to review the Job Demands Resources model (JD-R model) within the e-commerce retail industry in South Africa in order to add to the knowledge base regarding human behaviour at work, with specific reference to engagement, burnout and performance. The research question of the study was formulated regarding which "state of wellbeing" would increase performance. The JD-R model makes provision for evaluating this question in a structured manner. The JD-R model indicates that performance is influenced by work engagement/burnout (wellbeing). It also indicates that there are certain job demands, job resources and personal resources that will influence wellbeing. The study was facilitated through the use of an ex post facto correlational research design. A sample of 117 workers was chosen from the e-commerce retail industry to participate in the study. Participation was voluntary, the data was collected specifically for the purpose of this study, and all responses were treated confidentially. The measurements that were used included key performance indicators (KPIs), the Utrecht Work Engagement Scale (UWES), the Maslach Burnout Inventory – General Survey (MBI-GS), the Job Characteristics Scale, and the HEXACO model. The literature review formed a logical argument that culminated in a theoretical Stellenbosch University
<https://scholar.sun.ac.za> iii model as well as a

set of hypotheses with reference to the various dimensions in the JD-R model. The results showed that: a) Engagement has a significant positive influence on performance. b) Job resources (advancement, personal growth and organisational support) have a significant positive influence on engagement. c) Job resources (advancement, personal growth and organisational support) have a significant negative influence on burnout. d) Personal resources (extraversion) have a significant negative influence on burnout. e) Personal resources (conscientiousness) have a significant positive influence on engagement. f) Personal resources (agreeableness) have a significant negative influence on burnout. The following hypotheses were not supported: a) Burnout has a significant negative influence on performance. b) Personal resources (extraversion) have a significant positive influence on engagement. c) Personal resources (emotionality) have a significant positive influence on engagement. d) Personal resources (emotionality) have a significant negative influence on burnout. e) Personal resources (conscientiousness) have a significant negative influence on burnout. f) Personal resources (agreeableness) have a significant positive influence on engagement. g) Job demands (job overload) have a significant negative influence on engagement. h) Job demands (job overload) have a significant positive influence on burnout. i) Job demands (job insecurity) have a significant negative influence on engagement. j) Job demands (job insecurity) have a significant positive influence on burnout. Attention was also paid to future research considerations, recommendations to the managers of employees and to the limitations of the study.

To view the full thesis, follow this link:
file:///C:/Users/indpsych/Downloads/fouche_relationships_2015.pdf

HERHOLDT, K



HERHOLDT, K. Determinants of work engagement and organisational citizenship behaviour amongst nurses. M.Com. (Ind. Psych.), 2015.

119pp. Study leader: Dr B Boonzaier.

ABSTRACT: South Africa has a population of just over 50 million people. However, there are only approximately 260 698 nurses according to the register of the South African Nursing Council. The nursing shortage is not only limited to South Africa, but is a global phenomenon, and this shortage is getting worse every day. Various factors can be blamed for the increasing nursing shortage. Every day nurses face demanding working hours, stressful work environments and a large shortage of resources. Nurses from private hospitals regard themselves as "overworked money-making machines". Nevertheless, the health care needed by the population of South Africa is rapidly increasing. The high prevalence of HIV/AIDS is also a challenging contributor, worsening the nursing shortage crisis. The current dysfunctional nursing situation in the healthcare facilities of South Africa reflects a negative image of the nursing profession. Consequently, the number of individuals considering nursing as a profession is decreasing. The nursing shortage is not only a threat to the wellbeing of nurses, but to the lives of millions of South Africans who need health care. A common phenomenon amongst nurses is burnout, which leads to

decreased quality of care and high turnover rates and contributes to the nursing shortage. Also, other nurses experience work engagement and display organisational citizenship behaviour in the same working environments than the nurses who experience burnout. Work engagement (WE) and organisational citizenship behaviour (OCB) are ideal outcomes. This study investigated distinguishing factors between nurses that allow them to experience WE and exhibit OCB. The Job Demands-Resources model played an integral role in the study. Therefore, the specific focus of the study was job and personal resources, as well as job demands, as factors contributing to WE and OCB amongst nurses. Servant leadership (SL) as job resource, psychological capital (PsyCap) as personal resource, and IT (Illegitimate tasks) as job demand were identified as possible factors that explain the variance in WE and OCB. A literature review was conducted in which prominent antecedents of WE and OCB were identified. A number of hypotheses were formulated and tested by means of an ex post facto correlation design. The unit of analysis was nurses from two of the largest private hospital groups in South Africa. The nurses were employed at one hospital in Gauteng and three hospitals in the Western Cape. Data was collected from 208 nurses located within the chosen hospitals. Data collection on all five variables, namely work engagement, organisational citizenship behaviour, servant leadership, psychological capital and IT, was conducted by means of self-administered questionnaires. The measurements included in the self-administered questionnaire were selected in terms of their validity and reliability. The following measurements were included; Utrecht Work Engagement Scale

(UWES), Organisational Citizenship Checklist (OCB-C), Servant Leadership Questionnaire (SLQ), Psychological Capital Questionnaire (PCQ) and the Bern Illegitimate Task Scale (BITS). The data collected was analysed by means of item analyses and structural equation modelling. A PLS path analysis was conducted to determine the model fit. The most significant findings were that SL, as a job resource, and PsyCap, as a personal resource, were positively related to WE amongst nurses. The results also revealed that PsyCap was positively related to OCB. Lastly, it was found that IT, as a job demand, are negatively related to WE amongst nurses. These results support the assumptions of the JD-R model that specific job and personal resources lead to WE. The results provide guidelines regarding practical managerial implications and strategies to address the challenges experienced by nurses. The results, together with the managerial implications, made it possible to provide valuable insights and recommendations for industrial psychologists, as well as for further studies.

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JANSE VAN VUUREN, JJ



JANSE VAN VUUREN, JJ. The development of a partial school principal competency model. M.Com. (Ind. Psych.), 2015. 163pp. Study leader: Mr F van der Bank.

ABSTRACT: The unequal distribution of knowledge, skills, abilities, and other

characteristics (KSAOs) across all South Africans is perhaps the most fundamental problem faced by South African organisations in terms of building sustainable human resource capacity. This inequality has a profoundly negative effect on the upward mobilisation of potentially competent employees within the labour market. Therefore, if the Human Resource Management and Industrial Psychology fraternity earnestly plans to earn the title of "strategic", then both its academic and professional spheres need to get involved there where the fundamental cause of the problem originates: the lack of quality primary and secondary education in South Africa. Previous research found that the unequal distribution of the quality of primary and secondary schools in South Africa is to a large extent attributable to a lack of effective school leadership and management, with the school principal being the focal point (Van der Berg, 2007; van der Berg et al, 2011; Taylor, 2011). This finding leads to the research initiating question: why do some school principals outperform others in effectively leading their schools? The objective of this study is to offer an exploratory step towards explaining variance in school principal performance by studying the behaviours (competencies) associated with successful school principals. A comprehensive literature review was conducted to understand the context and identify broad categories of variables. This was followed by semi-structured interviews with a diverse sample of highly effective South African school principals (N=10). The qualitative analysis based on grounded theory principals, resulted in the refinement and expansion of the variables that were identified through the literature study. The final product

culminates in a framework of eleven competency clusters, 32 School Principal Competencies (SPCs) and 173 behavioural examples. Similarly, the results yield two additional School Performance Outcomes (SPOs). Finally, a conceptual model is proposed that depicts the possible interrelationships between the School Principal Competencies and School Performance Outcomes. The study therefore contributes as a stepping stone in the path towards developing empirically-based human resource management instruments that in turn can lead to the improvement of the selection, development, and performance management of South African school principals. Due to the exploratory and qualitative nature of the study, follow-up studies are needed to develop and validate a School Principal Competency Questionnaire. This will enable future research to empirically test and validate a comprehensive school principal competency model.

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LANGENHOVEN, A



LANGENHOVEN, A. How job demands and resources predict burnout, engagement and intention to quit in call centres. M.Com. (Ind. Psych.), 2015. 228pp. Study leader: M

Boonzaier.

ABSTRACT: The industrial psychology literature related to call centres highlights the negative aspects of call centre work

environments and the resultant adverse impact on workers' well-being. Call centres have been labelled the "coal mines of the 21st century", "assembly lines in the head" and "satanic mills" (Janse van Rensburg, Boonzaier, & Boonzaier, 2013, p. 2). High levels of stress, high staff turnover and burnout are all factors that are often experienced by call centre agents (Banks & Roodt, 2011). However, Van der Colff and Rothman (2009) report that some call centre agents, regardless of the high job demands, do not develop burnout. These agents cope better than others under highly demanding and stressful work conditions. To build on these findings, the present study took a detailed look at factors affecting the well-being of employees working in call centres. Specifically, the question was asked, "Why is there variance in work engagement, job burnout and intention to quit amongst the employees in call centres?" The job demands-resources (JD-R) model (Bakker & Demerouti, 2014) was used as a framework to investigate the well-being of call centre agents employed in the outbound departments of two branches of a Cape Town call centre. The primary objective of this study was to develop and empirically test a structural model, derived from theory, explaining the antecedents of variance in work engagement, job burnout and intention to quit amongst call centre employees. The antecedents comprise transformational leadership (as a job resource), emotional intelligence and psychological capital (as employees' personal resources), and emotional labour (as job demands) present in a call centre environment. An ex post facto correlational design was used to test the formulated hypotheses in this research study. Quantitative data was collected from 223 call centre agents

by means of non-probability convenience sampling. A self-administered hard-copy survey was distributed to the two call centre branches, given that call centre agents agreed to participate in the research study. Measuring instruments consisted of (1) the Utrecht Work Engagement Scale (UWES-17) questionnaire (Schaufeli et al., 2002), (2) the Maslach Burnout Inventory General Survey (MBI-GS) (Maslach, Schaufeli & Leiter, 2001), (3) the Turnover Intention Scale (TIS) (Ding & Lin, 2006; Lee, 2000), (4) the Emotional Demands and Emotion-rule Dissonance scales (Xanthopoulou, Bakker, & Fischbach, 2013), (5) the adapted Multifactor Leadership Questionnaire (MLQ 5x short) (Van Aswegen & Engelbrecht, 2009), (6) the Genos Emotional Intelligence Inventory (Gignac, 2010) and (7) the Psychological Capital Questionnaire (Luthans, Avolio, Avey, & Norman, 2007). The data was analysed using item analyses and structural equation modelling (SEM). A PLS path analysis was conducted to determine the model fit. From the 21 hypotheses formulated in the study, six were found to be significant. It is noteworthy, however, that 12 of the non-significant paths were related to the moderating effects. Hypotheses 1, 3 and 8 were also found to be not significant. However, hypotheses 2, 4, 5, 6, 7 and 9 were all found to be statistically significant and therefore supported the JD-R theory (Bakker & Demerouti, 2014), which postulates that job demands are generally the most important predictors of job burnout, whereas job resources and personal resources are generally the most important predictors of work engagement. Also, it was found that call centre agents experiencing a high level of work engagement were less inclined to leave the organisation. The study's findings shed

light on the importance of developing interventions that can foster job and personal resources in the pursuit of optimising work engagement. In addition, the call centre agents can be bolstered in coping with existing job demands and cumulatively this also results in a decrease in the employees' level of burnout and in their intention to leave the company.

To view the full thesis, follow this link: file:///C:/Users/indpsych/Downloads/langenhowen_how_2015.pdf

LATEGAN, BW



LATEGAN, BW. Drinking behaviour, alcohol outcome expectancies, and drinking motives of South African university students: A consumer behaviour perspective. MCom (Marketing), 2015. 185pp. Study leaders Dr C Pentz & Prof R du Preez.

This thesis has been classified as commercially confidential.

MAVROKORDATOS, A



MAVROKORDATOS, A. Cultivating creativity: the relationship between inclusive leadership, psychological safety, vitality, openness to experience and creative work engagement. M.Com. (Human Resource Management), 2015. 135pp. Study leader: M Boonzaier.

ABSTRACT: Organisations are rapidly discovering the invaluable influence of

creativity and innovation at work. An individual's capacity to engage creatively with his or her work is becoming increasingly recognised as integral for organisational success and competitive advantage. The quest for an increase in creative output is driven by the following question: what causes variance in creative work involvement? The purpose of this study was to address the question of variance in creative work involvement across a variety of industries. In order to do so empirically, a structural model was developed after an interrogation of the literature to present the hypothesised relationships suggested through previous research. In essence, this study explored the significance of four relationships: (1) the effect of psychological safety on creative work involvement, (2) the effect of inclusive leadership on psychological safety, (3) the effect of openness to experience on creative work involvement, and (4) the moderating effect of vitality on the relationship between psychological safety and creative work involvement. The research approach was a quantitative study in which an ex post facto correlation research design was used. A total of 39 organisations participated in the study; they are located in the Western Cape, Eastern Cape and Gauteng provinces in South Africa. An electronic self-administered survey that consisted of six sections and 39 items was distributed to employees in varying roles and across different industries. Participation was voluntary; 519 employees engaged in the survey. Multiple regression analysis was used in order to evaluate the data collected. Creative work involvement, psychological safety and vitality were measured by utilising the measurement items presented by Kark and Carmeli (2009). Inclusive leadership was

measured using nine items from Carmeli, Reiter-Palmon and Ziv (2010). Lastly, openness to experience was measured using the HEXACO-60 survey (Lee & Ashton, 2004), of which only the 10 items pertaining to this construct were included in the survey presented to the participants. The findings reveal that psychological safety had a significant effect on creative work involvement, and inclusive leadership was shown to have a significant effect on psychological safety. In addition, there was a significant positive relationship between openness to experience and creative work involvement. Moreover, vitality was shown not to have a significant moderating effect on the relationship between psychological safety and creative work involvement. It also was found that the relationship between vitality and creative work involvement was significant. The discussions and implications of this research suggest a number of implementations with which managers can engage in order to stimulate creative behaviour and further encourage creative work involvement through strategic decision making at a variety of organisational levels. Greater levels of creative work engagement can be achieved for the overall success of the organisation, which could have an impact on the global community at large.

To view the full thesis, follow this link: file:///C:/Users/indpsych/Downloads/mavroko_rdatos_cultivating_2015.pdf

NELL, E



NELL, E. Testing the Job Demands-Resources Model on nurses. M.Com. (Ind. Psych.), 2015. 120pp. Study leader: Dr B Boonzaier.

ABSTRACT: The South African health care system is tormented by various challenges ranging from income inequalities, extreme resource scarcities to discrimination and violence. This makes the health care industry a tough work environment for health care personnel to operate in. South Africa has experienced the loss of thousands of nurses over the past decade, either emigrating or leaving the nursing profession altogether (Tshitangano, 2013). Consequently, this trend drew the attention to the well-being of nurses in South Africa.

The primary objective of this study was to investigate the level of work engagement among private sector nurses in the Western Cape, together with their levels of job demands, job resources, personal resources, performance and job crafting. This was done using the Job Demands-Resources model (JD-R) of work engagement. The comprehensive JD-R model was tested and the validity of the proposed relationships between the constructs was examined. Moreover, additional paths in the model were proposed and tested. Managerial implications along with practical interventions were derived from the results with the aim to increase nurse well-being and retention.

An ex post facto correlational design was used to test the formulated hypotheses in this research study. Quantitative data were collected from 311 nurses employed by a private hospital group by means of non-

probability convenience sampling. A self-administered paper copy survey was distributed to hospitals given that they agreed to participate in the research. The survey was voluntary, anonymous and confidential. The survey consisted of five sections and included questions from five existing questionnaires, namely, the Utrecht Work Engagement Scale (UWES-17) (Schaufeli & Bakker, 2003), the Job Demands-Resources Scale (Rothman, Mostert & Strydom, 2006), the Work Design Questionnaire (Morgeson & Humphrey, 2006), the Psychological Capital Self-Rated Version (PsyCap-24) (Luthans, Avolio, Avey & Norman, 2006), and the Job Crafting Scale (Tims, Bakker & Derks, 2012). In order to test the statistical significance of the hypotheses, the data were subjected to Structural Equation modelling and regression analyses.

The results indicated that the nurses experienced a high level of work engagement, and elucidated the fact that job resources, job demands, and job crafting aspects of their jobs are in need of industrial psychologist or managerial interventions.

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VAN DER WESTHUIZEN, L



VAN DER WESTHUIZEN, L. The development and empirical evaluation of a partial competency model of trainer-instructor performance. MCom (Industrial Psychology), 2015. 523pp. Study leader Prof CC Theron.

ABSTRACT: South Africa is faced with social and economic problems, including

unemployment and inequality. The nature and extent of these problems are much higher than they should be given the country's level of resources. These social and economic challenges are not only due to global economic trends, but also due to distortions in the economy and society that occurred under Apartheid.

South Africa attempts to compete with other countries on the basis of an under-developed socio-economic infrastructure resulting from historical factors. These socio-economic problems caused by the country's under-developed human capital have a significant impact on organisations. Skills development, or more specifically, affirmative action skills development, presents one solution by which South Africa can combat and address the challenges it is currently facing. Affirmative action skills development involves providing individuals from the designated groups with access to skills development and educational opportunities in order to equip them with the currently deficit skills, knowledge, and abilities. Human Resource Management, as an organisational function, is largely responsible for human capital development. The Industrial Psychology fraternity as custodian of the Human Resource function, therefore has a responsibility to assist organisations in identifying individuals who would gain maximum benefit from such affirmative action skills development opportunities. In response to this, several studies have been conducted to address the factors that determine whether or not an individual would be successful if entered into an affirmative action skills development programme (De Goede, 2007; Burger, 2013; Van Heerden, 2013). These learning potential competency models have made significant progress in determining the

cognitive and non-cognitive factors – malleable and non-malleable – required by individuals to benefit from such opportunities. An additional challenge for the HR function is to furthermore design, develop and implement interventions aimed at optimising the success of those individuals admitted to affirmative development programmes.

This primary purpose of this study was to determine the role of the trainer-instructor in enhancing the malleable learning competency potential and situational latent variables that were shown to influence learning performance in previous learning potential structural models (De Goede, 2007; Burger, 2013; Van Heerden, 2013). Various trainer-instructor competencies and situational variables were included in the model to determine how these malleable learning competency potential latent variables identified by earlier studies (as determinants of learning performance) could be enhanced. Three student learning competency potential variables, two situational variables, and nine trainer-instructor competencies were added to the learning potential model in order to develop the trainer-instructor competency model. Due to the size of the model, the model was reduced to allow for empirical testing.

The reduced trainer-instructor structural model initially showed reasonable fit but the close fit hypothesis was nonetheless rejected. Three model revisions were undertaken in which a total of eleven paths were supported, three additional paths were added and three hypotheses were found to be insignificant. The final revised model showed good fit and the close fit hypothesis was rejected. Practical implications are discussed and suggestions for future research are made by indicating how the model can be further elaborated.

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estuizen development 2015.pdf](file:///C:/Users/indpsych/Downloads/vanderw%20estuizen%20development%202015.pdf)

VAN DEVENTER, M



VAN DEVENTER, M. The development and empirical evaluation of a work engagement structural model. MCom (Industrial Psychology), 2015. 340pp. Study leader Prof

CC Theron.

ABSTRACT: Work Engagement is one construct of many that forms part of the complex nomological network of constructs underlying the behaviour of working man². Work Engagement is an important construct both from an individual as well as from an organisational perspective. Human resource management interventions aimed at enhancing Work Engagement aspire to contribute to the achievement of the organisation's primary objective and the well-being of the organisation's employees. Such interventions will most likely also be valued by individuals within the workplace, as individuals will be able to experience a sense of personal fulfilment through self-expression at work. It is therefore essential to gain a valid understanding of the Work Engagement construct and the psychological mechanism that underpins it, in order to design human resource interventions that will successfully enhance Work Engagement. The current study raises the question why variance in Work Engagement exists amongst different employees working in different organisational contexts. The research objective of the current study is to develop and empirically test an explanatory Work Engagement structural

model that will provide a valid answer to this question. In this study, a comprehensive Work Engagement structural model was proposed. An ex post facto correlational design with structural equation modelling (SEM) as the statistical analysis technique was used to test the substantive research hypotheses as represented by the Work Engagement structural model. Furthermore, the current study tested two additional narrow-focus structural models describing the impact of value congruence on Work Engagement by using an ex post facto correlational design with polynomial regression as the statistical analysis technique. A convenience sample of 227 teachers working in public sector schools falling under the jurisdiction of the Western Cape Education Department (WCED) participated in the study. The comprehensive Work Engagement model achieved reasonable close fit. Support was found for all of the hypothesised theoretical relationships in the Work Engagement structural model, except for the influence of the PsyCap*Job Characteristics interaction effect on Meaningfulness and for three of the five latent polynomial regression terms added in the model in an attempt to derive response surface test values. The response surface analyses findings were mixed. Based on the obtained results, meaningful practical recommendations were derived.

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[file:///C:/Users/indpsych/Downloads/vandeventer development 2015.pdf](file:///C:/Users/indpsych/Downloads/vandeventer%20development%202015.pdf)

WILBERS, L



WILBERS, L. An investigation into the first-order factor structure of the personality and preference inventory normative (PAPI-N) on a relatively large South African sample. M.Com.

(Ind. Psych.), 2015. 120pp. Study leader: Prof CC Theron.

ABSTRACT: Organisations in a free market economy exist with the purpose to serve and provide the market with products and services that the market values while at the same time satisfying the triple bottom line of profit, people and planet. The extent to which an organisation will succeed in this aim, however, depends to a large extent on the calibre of its workforce. Human resource management represents a range of interventions with the purpose of contributing to an organisation's success, through the acquisition and maintenance of a high quality and competent work force, as well as to ensure the effective and efficient use of human talent in a manner that will add value to an organisation. Personnel selection represents one of these human resource functions and thereby constitutes a critical human resource management intervention in as far as it attempts to regulate human capital movement into, through and out of the organisation with the expectation that this will result in increased employee job performance. Industrial organisational psychologists and human resources practitioners frequently use psychometric/psychological tests in the selection process, which provide them with objective information on complex constructs such as intellectual ability or personality, that

are hypothesised to be determinants of the level of job performance that selected applicants will achieve. Accurate predictions can however, only be derived from measures of such psychometric/psychological tests if the constructs they attempt to measure are in fact determinants of job performance, if the tests provide reliable, valid and unbiased measures of these constructs and the nature of the relationship between the predictor constructs and the criterion construct is validly understood. Personality represents an influential determinant of job performance. The Personality and Preference Inventory-Normative (PAPI-N) is a personality questionnaire that is widely used in industry. This provides the essential justification for the primary objective of this research, which was to evaluate the first-order factor structure of the PAPI-N through a factor analytic investigation on a relatively large sample of the South African working population. The data used in this study was obtained from the data archives of Cubiks (Pty) Ltd, with written permission from the intellectual property holder, to utilise the sample data for the purpose of this research. The South African PAPI-N database comprised all respondents who were assessed by Work Dynamics, the official distributor of Cubiks's products and services in South Africa, in the period 2007 to 2012. Item and dimensionality analyses were performed on the 20 subscales of the PAPI-N as well as the Social Desirability scale. This was done to assess the success with which the subscales represented the underlying personality constructs. The results in the item analysis revealed that in about 50% of the PAPI-N subscales concern arose about the extent to which the items of the subscales responded in unison to systematic differences

in a single underlying latent variable. Results from the dimensionality analysis showed that 12 of the 20 personality dimension measures were compatible with the position that the items comprising these subscales measure what they are designed to measure. In contrast, eight out of the 20 subscales failed the uni-dimensionality test. A spectrum of goodness-of-fit statistics was used to evaluate the measurement model fit. The measurement model's overall fit was acceptable. The null hypothesis of exact fit was rejected but the null hypothesis of close fit could not be rejected ($p > .05$). The fit indices reflected a close fit in the parameter and a very good model fit in the sample. Although the measurement model fitted the data closely, the factor loadings (although statistically significant) were generally of a moderate degree. Approximately twenty-eight percent (27.78%) of the completely standardised factor loadings fell below the critical cut-off value of .50. This would suggest that the individual items generally (72.22%) do represent the latent personality dimensions they were designed to reflect acceptably well, but that in a little bit more than a quarter of the items, less than 25% of the variance in the item responses was due to variance in the latent variable it was designed to reflect. Discriminant validity was also investigated. The results showed that PAPI-N, although with some difficulty, permit the successful discrimination between the unique aspects of the latent personality dimensions. The results of the confirmatory factor analyses suggests that while the intention of the PAPI-N to have sets of items reflecting specific primary personality factors succeeded, the subscale item measures mostly hold a sizable amount of systematic and random error. Based on the

above findings, this personality measure should be used with caution in personnel selection in South Africa. Nevertheless, this study serves to extend the understanding of the psychometric properties of the PAPI-N on samples different from the UK sample on which it was originally developed and standardised. Its findings should assist in eliciting the necessary further research needed to establish the psychometric credentials of the PAPI-N as a valuable assessment instrument in South Africa with confidence. Recommendations for future research are made.

To view the full thesis, follow this link:
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EVENTS & OTHER

EMPOWERING DEVELOPMENT CONFERENCE

The Empowering Development Conference was presented on 17 July 2015. The main aim with the conference was to showcase the research that has been completed under the banner of Empowering Development. The research emanated from a departmental research niche area focussing on the accelerated development of people from the designated groups. It was made possible by a grant from the Strategic Fund of the University of Stellenbosch. The niche area focussed upon learning potential models that explain variance in learning outcomes; educational, training and developmental strategies aimed at accelerated development, and organisational characteristics and behaviour that facilitate accelerated development.

A total of 45 people attended the conference, which was opened by the Dean, Prof Stanley du Plessis.

The programme covered the following themes:

EMPOWERING DEVELOPMENT CONFERENCE THEMES

THEME 1: Explanatory model dealing with learning potential assessment as a tool in the pursuit of accelerated development.	
Mr Johan de Goede	<i>The internal structure of the learning potential construct as measured by the Apil-B Test Battery.</i>
Prof CC Theron	An overview of three studies in the senior secondary sector: <ol style="list-style-type: none"> <i>1. The contribution of conscientiousness, academic self-efficacy, learning motivation, time cognitively engaged, and academic self-leadership.</i> <i>2. The contribution of academic self-efficacy, goal orientation, learning motivation, time at task, cognitive engagement, academic self-leadership, knowledge of cognition, and regulation of cognition.</i> <i>3. The contribution of conscientiousness, academic self-efficacy, learning motivation, hope, optimism, resilience, academic self-leadership, and time cognitively engaged.</i>
Dr B Mahembe	<i>The contribution of prior learning, abstract reasoning capacity, information processing capacity, conscientiousness, time cognitively engaged, motivation to learn, self-leadership, self-efficacy, knowledge about cognition, regulation of cognition, learning goal orientation, and openness to experience.</i>

Mr Dirk Pretorius	<i>The contribution of learning motivation, environmental unfavourableness, conscientiousness, resilience, cognitive engagement, tenacity, grit, and parental quality.</i>
Ms Sunelle van Heerden	<i>The role of academic self-efficacy, learning goal orientation, learning motivation, meta-cognitive knowledge, meta cognitive regulation, internal locus of control, time cognitively engaged, and conscientiousness contribute to learning performance.</i>
Ms Susan Ellison	<i>The utilisation of APIL and TRAM to assess learning potential for selection and development.</i>
THEME 2: Enabling environment characterised by supportive organisational behaviours, empowering leadership characteristics, and appropriate ETD practices.	
Mr Victor Chikampa	<i>An affirmative development coaching competency questionnaire</i>
Mr Jandré J van Rensburg	<i>Skills development in the agricultural sector: A multiple case study approach.</i>
Ms Liezel Beukes	<i>An Investigation into the antecedents of intention and learnership performance in the agricultural sector of South Africa.</i>
Ms Lindie van der Westhuizen	<i>A partial affirmative development trainer competency model.</i>
Mr Jaco J van Vuuren	<i>The development of a partial school principal competency model.</i>
Prof DJ Malan	<i>The impact positive organisational factors on the career success of black employees in the South African work environment: An exploratory study.</i>
Mr Rob Urquhart: Harambee	<i>Empowering Human Resources the Harambee way.</i>
Izak Strauss	<i>The Witzenberg Pals initiative.</i>

For access to the PowerPoint presentations please use the following link:
<http://www.sun.ac.za/english/faculty/economy/industrial-psychology/Pages/Empowering-Development-Conference.aspx>



From left, **Prof Johan Malan** and **Prof Stan Du Plessis** looking exceptionally smart and professional at the Empowering Development Conference.

During the concluding discussion the participants emphasised the following:

- The need to not neglect the cognitive drivers in the learning potential models
- A major shift towards more applied research
- The need to socialise students with respect to the context and organisational culture that they will encounter after graduation
- A more revolutionary approach to the dissemination of the information was proposed
- Conveying the information in commercially understandable terms and focussing on the utility of interventions.
- The need to tackle the challenges in a holistic fashion as organisational development interventions
- The utilisation of an action research approach
- Facilitating a better exchange of knowledge and information between the business sector and academia.



Prof Callie Theron passionately delivering his presentation on *A summary of the Burger, Du Toit, Prinsloo affirmative development learning potential structural models.*

From left, **Dr Gina Görgens**, **Prof Ronel Du Preez**, **Ms Marietha De Wet**, and **Ms Lisa Bailey** enjoying their time gaining more knowledge at the Empowering Development Conference.



Attendees at the Empowering Development Conference engaging in the presentation content delivered.

PERSONAL MASTERY IN LEADERSHIP WORKSHOP

The Department of Industrial Psychology presents a Certificate Programme in Personal Mastery in Leadership.

In today's business world, leaders are faced with substantial demands, high expectations and an ever-changing environment. This programme will help managers to build the sustainable leadership capacity required to be effective leaders of their work teams and the organisation.

The purpose of the programme is to introduce participants to a robust personal mastery-based leadership development framework. After successfully completing the programme, participants will benefit through having gained the ability to:

- Identify own leadership strengths and challenges through self-awareness of their leadership competencies, based on a 360 degree feedback from their work colleagues
- Gain self-awareness into the impact of their personality traits, values and emotional intelligence on leadership behaviour
- Develop a personal leadership vision
- Understand and define the building blocks required to achieve their personal leadership vision
- Understand and define actions and short-, medium- and long-term goals to address the leadership development areas

Companies will benefit from the positive impact of the improvement in leadership effectiveness of participants in business performance. Participants will also show a significant increase in motivation, focus and energy.

During the programme each participant will develop an individual leadership development plan tailor-made for each participant's organisational role. At the end of the programme, each participant will present his/her leadership development plan to a panel consisting of senior management in his/her work environment.

This programme is designed for middle and senior level managers who want to increase their organisational impact through more effective leadership. The programme is also offered on an in-house basis to individual companies and requires a minimum of five participants from a company.

The short course in Leadership is presented on NQF 7 level and entails a two-month programme consisting of 18 hours of workshops, 3 hours of individual coaching and approximately 4 hours of assignment work. On successful completion of the programme, participants will receive a certificate from the Stellenbosch University. For more information on the leadership programme, please email us at leadership@sun.ac.za or contact the Department of Industrial Psychology at +27 21 808 3012/3003.

Teaching Development Grant (Collaboration) Report

Teaching of Psychometrics and Capacity Development of Psychometric Lecturers

The Department of Industrial Psychology of Stellenbosch University received a grant from the Teaching Development Grant Fund (Interinstitutional projects) in order to fund an agenda-setting workshop of representatives of the departments of Psychology and Industrial Psychology of South African universities focused upon the psychometric challenges facing South Africa. Twenty nine delegates from the departments of Psychology and Industrial Psychology of 11 South African universities reacted to our invitation to attend a workshop regarding the Psychometric Challenges Facing South Africa on 11 September 2014.

The aim of the workshop was to create an opportunity in the form of an agenda-setting meeting of academics from the South African universities who are involved in the research and teaching of psychometrics. The anticipated outcomes of the agenda-setting meeting was that the meeting consider creating an interest group; talk about research priorities; consider the implications of the challenges for academic programmes, and consider other supportive actions aimed at the collaborative efforts of the stakeholders involved with psychometrics in South Africa.

The workshop dealt with the following discussion themes:

- Identifying the psychometric challenges facing South Africa
- The implications of these challenges for curriculum enrichment and further academic qualifications
- The implications for research priorities and initiatives
- The way forward.

The discussions centred around the state of the currently available tests; the costs of tests for training purposes; relationships with test distributors; factors inhibiting test development; the updating of assessment/psychometric curricula, and the control over tests.

The participants discussed the non-comparability of the curricula between universities and the lack of a generic approach; difficulties associated with the embargo on the practical training of undergraduate and postgraduate students with respect to assessment; the lack of consultation with academic departments and clear guidelines with respect to what constitutes acceptable practice with regard to the training of psychometrists; the promotion of psychometric literacy among psychometrists and psychologists; the enrichment of the existing curricula, and the possibility of an advanced psychometric qualification.

With regard to the implications for research, the participants emphasised the need to have access to the technical reports regarding published tests and transparent access to test data. The discussion centred on the feasibility of establishing a centre of excellence versus a study group with a variety of research themes and functions. The participants felt strongly about establishing collaborative partnerships that would allow any researcher to latch onto a research base that has already been established.

The discussion on the way forward dealt largely with the intention to establish a centre of excellence or a study group. The feeling was that whatever the structure, the focus should be on the educational and research issues, rather than control functions.

The workshop concluded with a discussion of the latest amendment to the Employment Equity Act. The meeting felt very strongly about the fact that attempting to ensure a psychometrically sound instrument does not necessarily equate to test fairness, as the latter has more to do with decision-making and hence the emphasis should fall upon empowering test users with respect to making informed decisions and implementing appropriate actions. The current list of tests is seen as a mixed blessing, as the perception is that if a test is not on the list, it is seen as not legally compliant. This perception ignores the inclusion of outdated tests on the list; the omission of psychometrically (unassessed) sound new tests; the reality of specialised tests developed for a specific business environment, and disputes about the non-inclusion of assessments that have not been traditionally defined as psychological tests

Since this workshop the HPCSA has organised a stakeholder meeting on 5 March 2015 dealing with *Re-imagining the psychological test review and classification system* which was attended by various representatives who have also attended the psychometric workshop. Prof Malan, the facilitator of the group, attended the meeting for further dialogue about the focus of the workshop group

On 17 April 2015 we had a follow-up meeting with a smaller number of delegates in order to translate the identified challenges and provisional goals into action plans. The meeting reviewed the recorded discussions of the earlier workshop and decided to prioritise the establishment of an academic interest group, provisionally named the **Psychometric Teaching and Research Interest Group**. Departments of Psychology, Industrial Psychology and Educational Psychology will be invited to affiliate with the interest group and to send delegates to its future workshops. The follow-up meeting provisionally envisioned the following core functions for the interest group, namely:

- Evaluating and optimising current ETD activities focused upon undergraduate and postgraduate students, interns and practitioners.
- Promoting psychometric literacy amongst test users (including managerial staff).
- Liaising with the HPCSA and other stakeholders regarding the optimisation of the role of psychometrics in psychological service-rendering.

- The facilitation of research regarding psychometric approaches, practices and instruments.

The planning meeting decided to request funding to have a day workshop on the clarification of the psychometric competencies associated with international best practice standards and those that are required to meet the psychometric challenges facing South Africa. This new understanding regarding these competencies will then be translated into proficiency standards applying to the different psychological registration categories.

It became clear that there are many stakeholders who are interested in the way in which the response to the psychometric challenges is defined, each with their own perspective on the issue aligned with their own interests. The provisional academic interest group wishes to state that it is primarily interested in the core academic functions of optimilising the teaching of, and research in, Psychometrics.

PROFESSIONAL DEVELOPMENT PROGRAMME (PDP)

The Department of Industrial Psychology, of Stellenbosch University, is hosting nine workshops, with the goal of developing the competencies of industrial psychology interns to ensure that they comply with the requirements as specified by the Health Professions Council of South Africa (HPCSA).

 <p>TESTING AND ASSESSMENT 1</p> <p>This workshop will comprise of two test distributors SHL/CEB and JvR exposing interns to their various products as well as practical exposure to specific instruments. R450.00, 31 March 2016.</p>	 <p>ETHICS 1</p> <p>To examine ethical criteria in the exploration of ethical dilemmas and the making of ethical decisions in the field of industrial psychology. R450.00, 15th April 2016.</p>	 <p>PERSONNEL PSYCHOLOGY 1</p> <p>This workshop seeks to equip the intern with a broad knowledge of the legal principles underlying dismissal and handling grievances. To assist in developing the interns' skills in terms of dealing with disciplinary processes. R900.00, 12th - 13th May 2016.</p>
 <p>CAREER PSYCHOLOGY</p> <p>The objective of this workshop is to develop the interns competence in terms of conducting career counselling sessions and it will primarily be practical in nature. Integrated report writing is addressed R1600.00, 23rd, 24th, 27th and 28th June 2016</p>	 <p>ASSESSMENT CENTRE</p> <p>To orientate you with regards to the use of the Assessment Centre techniques, either as a management selection or a management development tool Observer training and AC report writing is addressed. R2500.00, 11th - 15th July 2016.</p>	 <p>PERSONNEL PSYCHOLOGY 2</p> <p>The objective of the workshop is to equip the intern with the skills and knowledge about the role of the chairperson at disciplinary hearing with a specific emphasis on the procedure of the hearing and considering the merits of the parties' arguments. R450.00, 19th August 2016.</p>
 <p>ORGANISATIONAL DEVELOPMENT</p> <p>Build your competence in diagnosing the need for and facilitating the implementation of change interventions within organisations. R450.00; 9th September 2016.</p>	 <p>TESTING AND ASSESSMENT 2</p> <p>This workshop will comprise of two test distributors Mindmuzik Media and Psytech, exposing interns to their various products as well as practical exposure to specific instruments. R450.00, 14th October, 2016.</p>	 <p>ETHICS 2</p> <p>A practical discussion concerning the 13 ethical standards developed by the SABPP for the various components within the field of Industrial Psychology/HRM. R450.00, 11th November 2016.</p>

STAFF YEAR-END FUNCTION



Photos taken at the staff year-end function held at Le Pommier on 18 November 2015.



*Newsletter prepared by
Ms Reinette van Zyl.*