



# NEWSLETTER FROM THE DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

ISSUE 14, SEPTEMBER 2014

## FROM THE OFFICE OF THE CHAIR



### Professor Johan Malan

Spring normally arrives in the Western Cape on 1 October and the current weather pattern, in contrast to the September patterns, tends to confirm that spring has arrived at last! Unfortunately we could not arrange such beautiful spring weather for the 29 delegates from the

departments of Psychology and Industrial Psychology of the 11 South African universities, who reacted to our invitation to attend a workshop regarding the Psychometric Challenges Facing South Africa on 11 September 2014. Fortunately, however, the one day workshop was highly productive and also served the purpose of networking between the colleagues involved in research on, and the teaching of, psychometry and psychometrics. The workshop was made possible by a grant from the Teaching Development Grant Fund (Interinstitutional projects).

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 might decide to create 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.

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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 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



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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.

We trust that the workshop will prove to be a valuable platform for further developments and our colleagues from the different universities will join us in taking this initiative forward towards feasible action plans and outcomes.



## CONFERENCES AND PUBLICATIONS

### Conferences

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The following papers have been presented at the 16th Annual SIOPSA conference: Mr **Janse van Rensburg** and Prof **Du Preez** presented a paper, entitled: *Skills development in the agricultural sector: a multiple case study approach*; Ms **Aucamp** and Prof **Engelbrecht** presented a paper, entitled: *The influence of transformational leadership on trust and team effectiveness*; Mr **Mahembe**, Prof **Theron** and Prof **Malan** presented a paper, entitled: *The development and empirical evaluation of an extended learning potential structural model*.

Ms **Carla Janse van Vuuren** presented a paper at the SAIMS congress in Johannesburg. The paper was titled *Investigating the influence of wine awards on wine sales*

Prof **Ronel du Preez** het die "Advances in Business-Related Scientific Research" kongres gedurende September in Rome bygewoon.

Ms **Samantha Adams** presented a paper at the International Congress of Applied Psychology (ICAP) in Paris, France (July 2014). The title of her topic was *Explaining graduates' intention to apply for a job: Does protected group status matter?*

### Publications

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Prof **Callie Theron's** article, *Can the Ideals of Employment Equity Legislation Be Achieved by Means of Psychometric Alchemy?*, was published in the Journal of Organizational and Industrial Psychology.

An article by Prof **Amos Engelbrecht** and Mr **Bright Mahembe**, entitled: *A preliminary study to assess the construct validity of a cultural intelligence measure on a South African sample*, was accepted for publication in the SA Journal of Human Resource Management.

An article by Ms **Sunelle Van Heerden** and Prof **Callie Theron** *The elaboration and*

*empirical evaluation of the De Goede learning potential structural mode* was published in the. *SA Journal of Business Management*

An article by Prof **Callie Theron** and Ms **Daleen Myburgh** entitled: *The development and evaluation of a generic individual non-managerial performance measure*, was published in *Management Dynamics*.

Prof **Amos Engelbrecht**, Ms **Gardielle Heine** and Mr **Bright Mahembe** published an article in the *SA Journal of Industrial Psychology*, entitled: *The influence of ethical leadership on trust and work engagement: an exploratory study*.

The article of Prof **Ronel du Preez** and her co-authors (**Terblanche-Smit, M** and **Van der Spuy, T.**) titled *Measuring the impact of branded alcohol advertising and price on brand versus segment consumption*, was accepted for publication in the *International Business and Economics Research Journal*.

A manuscript by Prof **Amos Engelbrecht**, Ms **Gardielle Heine** and Mr **Bright Mahembe** entitled *'The influence of integrity and ethical leadership on trust in the leader'* was accepted for publication in *Management Dynamics*.

## DEPARTMENTAL NEWS

### ***Personal Mastery in Leadership***

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The Department of Industrial Psychology presents a Certificate Programme in Personal Mastery in Leadership. 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. The leadership development framework uses self-awareness, experiential learning and best practice leadership development principles to develop an individual leadership development plan tailor-made for each participant's organisational role, as well as integrated with the participant's personality, values, emotional intelligence and current level of leadership competencies. It is strongly recommended that participants then use a structured leadership coaching and mentoring program to support the development of the competencies defined in their leadership development plans.

This programme is designed for middle and senior level managers who want to increase their organisational impact through more effective leadership. 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 receive a certificate from the Stellenbosch University.

During 2014, four leadership programmes have already been presented to participants from a variety of organisations in the

Western Cape, particularly in the business services, project management, agricultural, fishing, wine and transport industries. The leadership development programme is presented by Prof Amos Engelbrecht (Programme co-ordinator), as well as Gert Scholtz (Scholtz Consulting), Michelle Visser and Samantha Adams.

For more information on the leadership programme, please email us at [leadership@sun.ac.za](mailto:leadership@sun.ac.za) or visit the website of the Department of Industrial Psychology ([www.sun.ac.za/industrialpsychology](http://www.sun.ac.za/industrialpsychology)).

### ***Psychometric Interns***

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Op die foto verskyn 'n aantal studente wat deel was van die BPsych Equivalence Programme (BPEP) vir die eerste semester van 2014, naamlik Eljo De Villiers, Anina Hanekom, Eunell Linke, Kaamilah Finch, Lisa Warner, Tersius Lambrechts, Melissa Esterhuyse, Aileen Klette, en Stephanie Mackay (van links na regs).

### ***Academic Visits***

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#### **Brenton M. Wiernik**

Our Department was fortunate to host an event together with the Western Cape branch of SIOPSA, where Brenton Wernick presented his lecture on Managing Human resources to promote environmental sustainability on 7 August 2014.

Brenton M. Wiernik is a National Science Foundation Doctoral Research Fellow in Industrial/Organizational Psychology at the University of Minnesota. He has been conducting research on environmental sustainability in the workplace since joining the university in 2008. His work has been featured in top tier journals, in the recent Society of Industrial and Organizational Psychology handbook on environmental sustainability, and many international conference presentations.



Environmental sustainability is a top-of-mind issue among organizational leaders, the world's scientists and the general population. Yet, we know little about what constitutes environmentally friendly behaviours in occupational settings. Around the world, policymakers and organizations are trying to define and understand what it means to encourage and sustain a green workforce. This presentation gave insight into what constitutes environmentally friendly behaviours, which are essential at all, stages of human resource management. In order to train workers for environmentally responsible performance, we need to first examine what such performance entails. In order to select new employees who will display environmentally sustainable behaviours, we need to know which individual characteristics relate to such behaviours. In order to manage organizational workforces, we need to know the nature of behaviours that lead to or detract from environmental sustainability.

### **Prof Jason Frank**

Prof Jason Frank is the "father" of CanMEDS competency framework and one of the key global role players in the transformation of health professions education. He obtained

his MD from the University of Ottawa, Faculty of Medicine, and his FRCPC in Emergency Medicine at the University of Toronto. He has a Masters of Education from the Ontario Institute for Studies in Education. He has published and presented widely in medical education, where his research interests include: competency-based education, faculty development, program evaluation, and curriculum development. He is known for his work with the Royal College on the CanMEDS Project since 1994, and as an award-winning teacher.

The Faculty of Medicine and Health Sciences has adopted the CanMEDS framework of core competencies to be integrated and assessed in all undergraduate curricula. The department of Industrial Psychology is assisting the Faculty of Medicine and Health Sciences in adopting the CanMeDS framework for the South African context. Prof Jason Frank visited South Africa and facilitated a strategic workshop focusing on using CanMEDS to organize teaching, learning, and assessment in undergraduate training.



## ***Rachel's Angels***

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The Rachel's Angels trust was launched in 2007 in association with Media24 and the University of Stellenbosch. The trust is now Media24's largest corporate social investment project. The aim of the trust is to meet a need in previously disadvantaged communities of the Western Cape. Through the Rachel's Angels mentorship programme, aimed at grade 11 and 12 learners, the focus is on improving academic abilities and life skills in order to help mentees graduate Matric and to gain access to a tertiary institution, as well as dealing more effectively with post-matric challenges. Stellenbosch University students act as mentors.

The Rachel's Angels programme aims to uplift all stakeholders involved through education, professional training, meaningful interaction and mentorship throughout the two year course. The Department of Industrial Psychology is a partner in this programme by, amongst other interventions, offering workshops to mentors.

On Saturday 23 August 2014, 7 lecturers were involved in presenting an interactive Diversity Workshop to more than a hundred mentors. The reality of the mentor-mentee relationship is that it is complicated by issues of diversity, economic and social inequality and many other factors. In an attempt to sensitise the mentors to diversity specifically, the workshop was developed by post-graduate students in the Department within the parameters provided by RA. The workshop aimed at explaining the concept

of diversity, making mentors aware of how they may perhaps be insensitive towards their mentees for a number of reasons and to give the mentors skills in effectively dealing with diversity issues.

The workshop was deemed to have been a success, as feedback by the mentors was overwhelmingly positive. The lecturers were ably and enthusiastically supported by Athea Jacobs and Marius van Stade.

(Susan Goosen, facilitator 2014)

## ***Career Guidance in Cloeteville***

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In order to make the right decisions regarding one's career and also ones subjects during high school, an individual should possess a certain amount of self-knowledge and the ability to scan the environment. Given the lack of educational resources as well as less than perfect circumstances that the Grade 9 learners of Cloeteville High School are faced with, having some guidance could be useful.

The department of Industrial Psychology presented a four-week programme providing career guidance to Cloeteville Grade 9 learners. The aim was to increase their self-knowledge and to provide them with relevant career related information to assist them with subject and future career choices. Excellent feedback was received from the school, the learners and the presenters.

## ***Doctors as Change Agents in Communities***

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The Department of Industrial Psychology of the University of Stellenbosch, was invited to present a workshop addressing the topic of collaborative leadership and teamwork, as part of the module, Doctors as Change Agents in Communities, presented to fourth year medical students at the Tygerberg Medical Campus in Bellville.

The training workshop was presented and facilitated over a week's time by various Intern Industrial Psychologists, as well as registered Psychologists. Although the interactive, small group workshop setup was fairly unfamiliar to the medical students at first, it turned out to be well received and conducive to a participative learning environment.

The feedback obtained was very positive, and the students noted that they found the topic to be very relevant for them both personally and professionally.

## ***Industrial Psychology Society (IPS)***

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Student life may seem a very daunting and challenging time to many individuals, but if and when it is approached with discipline, focus and perseverance, together with a mix of emotional and mental maturity, one can achieve the desired state of excellence.

As students we are extremely privileged to have support structures in place to help facilitate the above-mentioned excellence. Apart from the exceptional standard of theory the University of Stellenbosch offers, students often tend to ask; "...but how does it really work in practice?". I believe through the help of the SABPP, lecturers, Industrial Psychologists, and Human resource managers, we have come across a very effective way of answering this often asked question.

With the help of the SABPP in general, Ms B Johansen, Ms Visser, as well as the IPS (Industrial Psychology Society), which I was

privileged to chair from 2013/2014, we were able to set up a basis for students to find out first hand from practitioners how theory permeates practice.

We have set up four interactions during this year. We designed slides to help promote awareness as well as showed it in classes to invite students.

The practitioners shared the knowledge they have gained in their specific field and provided students with practical scenarios that they have come across in a corporate setting. It was interactive and students had the opportunity to respond with questions afterwards. For the respective interactions we always planned to receive at least 60 students, but it just doesn't seem as if students really see the true value of something like this. We therefore had a group of approximately 20 students that attended these meetings.

So far we have had engagements with:

1. Mervyn Malamed – TOPIC: Conflict resolution – 25 March 2014
2. Abrie Hayman (BAT) – TOPIC: Remuneration – 27 August 2013
3. Lisa Andrews (BAT) – TOPIC: Talent Management – 27 August 2013
4. Carla Guse Janse van Rensburg (Lecturer) TOPIC: Consumer behaviour -May 2014
5. Richard Hunter – TOPIC: The role of Industrial Psychologists in medico-legal work -2 September 2014.

Furthermore we also arranged an interaction with Nadya van from On the Dot. She will be covering Ethics during her visit on the 21st October 2014.

We would like to continue with this initiative and help students gauge a deeper level of understanding regarding the work they study.

**Pierre Cronje**  
IPS Chairperson

## ***Masters Degrees***

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### **Aucamp, L.**



**Aucamp, L. (2014)** *The influence of transformational leadership on trust, psychological empowerment, and team effectiveness.* MComm (Psych). Study leader: Prof. Engelbrecht, A. S.

**Abstract:** This study investigated the growing phenomenon of teams in the workplace, and how team effectiveness can be established. It was therefore important to establish what contributes to team effectiveness. The aim of this study was to investigate existing relationships between constructs that play a significant role in enhancing team effectiveness. These constructs include transformational leadership, organisational trust, and psychological empowerment. This study was therefore undertaken to obtain more clarity about these aspects. 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 224 completed questionnaires were returned. The final questionnaire comprised of four scales, namely the Multifactor Leadership Questionnaire (MLQ), the Workplace Trust Survey (WTS), the Psychological Empowerment Scale (PES), and the Team Effectiveness Scale (TES). 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 and exploratory factor analyses. 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 transformational leadership and organisational trust; organisational trust and team effectiveness; transformational leadership and psychological empowerment; psychological empowerment and organisational trust; and psychological empowerment and team effectiveness. However, no support was found for a direct relationship between transformational leadership and team effectiveness. The present study contributes to existing literature on team effectiveness by providing insights into the relationship between transformational leadership, organisational trust, psychological empowerment and team effectiveness. Furthermore, this study identified practical implications to be considered in management practices in order to enhance team effectiveness. The limitations and recommendations present additional insights and possibilities that could be explored through future research studies.

### **Burger, E.**



**Burger, E. (2014).** *Investigating high turnover intention and a diminished level of organisational commitment as antecedents of accidents.* MComm (Psych). Study leader: Cillie, G.

**Abstract:** A study on intention to leave and efficiency that was conducted in the healthcare industry reported that an employee contemplating leaving an organisation cuts corners and compromises quality (Waldman, Kelly, Arora & Smith, 2004). In other words, employees with high intention to leave are more likely to disobey rules and procedures. Swain (2006) further argued that companies must weigh up the untold losses involved with an employee who has little to no loyalty towards an organisation, or no respect for the company's equipment, against recruitment and development costs. It was therefore argued that a combination of high turnover intention and a diminished level of organisational commitment could influence an employee's attitude towards safety procedures and, as a result, lead to an increase in accidents (Graham & Nafukho, 2010). This study utilised an extensive literature review on work climate, job satisfaction, organisational commitment, turnover intentions and accident rates and a conceptual model of safe driving dynamics in trucking to illustrate the notion that truck drivers with a diminished level of organisational commitment and the intention to leave may experience higher accident rates. A South African retail group made all their drivers available for the study, i.e. the entire population. The raw data was obtained through self-administered pencil-and-paper questionnaires. A response rate of 50% was achieved. Using Partial Least Squares analysis, the study found all three mindsets of organisational commitment to predict turnover intention. The practical implications of these findings could assist management in the improvement of an array of work behaviours such as job performance, work attendance and organisational citizenship, and decrease turnover rate. The study could not find any significant support for the predictive effect of turnover intention on risky driving behaviour. Future researchers, however, are encouraged to develop a model that could assist Human Resource professionals in the understanding, development, and implementation of interventions to increase organisational commitment, reduce intention to leave, actual turnover, and, consequently, costly truckload accidents

**Cole, B.**



**Cole, B. (2014).** *The relationship between job demands, job resources, engagement, burnout and intention to quit.* MComm Study leader: Cillie, G.

**ENGLISH ABSTRACT:** The increasing demand for client-services in a highly competitive business environment has resulted in a substantial increase in the number of call centres in South Africa and worldwide (Carrim, Basson & Coetzee, 2006). Within the call centre industry, turnover intentions have been identified as one of the most pressing problems in terms of cost and productivity. This research suggests that the exploration and then the alteration of job resources and job demands will help elicit factors that foster engagement and will help lessen and/or alleviate burnout experiences. This in turn will help to decrease turnover intentions in the South African call centre industry. This research attempts to investigate the proposed relationships between the constructs in a structural model. The literature review defines turnover, turnover intention, engagement, burnout as well as job demands and job resources, using the Job Demands- Resources model. It also discusses the importance for organisations to understand employees' turnover intentions. The literature review aims to portray that there are relationships between the five constructs. The current research was conducted in 5 inbound/outbound South African call centres. The sample was comprised of 122 participants and a non-probability sampling technique, convenience sampling was utilized. A self-developed Biographical Questionnaire, the Utrecht Work Engagement Scale (UWES) and the Maslach Burnout Inventory Questionnaire (MBI) were used as measuring instruments. Job demands and job resources using the

Work Design Questionnaire (WDQ) by Morgeson and Humphrey (2006) were used as well as a Turnover Intentions Questionnaire developed by Roodt (2004) cited in Adam and Roodt (2008). A reliability analysis was done to assess the measurement properties of the respective measures, and all scales showed highly acceptable reliability. The data were analysed using the soft approach to Structural Equation Modeling that is Partial least squares path modeling. The results indicate that all of the relationships tested are significant. A model testing engagement and burnout as mediators were also investigated. Both relationships were insignificant hence engagement is a mediator between job resources and intention to quit and burnout a mediator between job demands and intention to quit. This was also confirmed by two separate Sobel tests (Sobel, 1982). This study adds to existing literature on job resources, job demands, engagement, burnout and intention to quit by providing insights into the relationships among these constructs. This study also provides call centres with valuable information for the development and/or alterations of working conditions aimed at mitigating turnover behavior and maximizing organizational outcomes through an engaged workforce.

### **Delport, M.**



**Delport, M. (2014).** *Developing emotional intelligence for sustained student success.* . MComm (Psych). Study leader: Dr. Gorgens, G.

**Abstract:** The dire educational situation in South Africa has urged researchers to investigate possible predictors of academic success. There seems to be an increasing emphasis on non-cognitive factors that might play a role in determining the

academic performance of students. In this study various unique challenges first-year students face were underlined, followed by possible key psychological resources needed to overcome such challenges. These resources include self-regulatory skills (i.e. self-leadership and emotional regulation), psychological well-being and constructive self-efficacy beliefs that could all ultimately help determine an individual's academic success. It was hypothesised that Emotional Intelligence (EI) are central to these psychological resources and play a crucial role in the adaption and performance of first-year students in higher educational institutions. In this study an EI development programme was therefore implemented in order to evaluate whether it is possible to provide students with a powerful resource reservoir (i.e. high EI capabilities) in order to empower them to acquire additional personal and psychological resource (i.e. academic self-leadership, academic self-efficacy and well-being) that are needed to attain academic success. The findings of this study revealed that the EI development programme succeeded in elevating students' EI, which also led to moderate improvements in their psychological well-being (i.e. less perceived stress), as well as the enhancement of their academic self-leadership (ASL) and academic self-efficacy (ASE) skills and abilities. Institutes of higher education should therefore rethink the emphasis they place on cognitive abilities alone and consider the strategy of also providing opportunities to enhance non-cognitive predictors of academic success. For example, by implementing EI development programmes, such as the one tested in this research, students have a greater chance of developing the necessary self-direction and self-regulation skills necessary to reach academic greatness which, most probably, will also facilitate better employability and career success.

**Du Plessis, A. G.**



**Du Plessis, A. G. (2014).** *The relationship between emotional intelligence, locus of control, self-efficacy, sense of coherence and work adjustment.* MComm (Psych). Study leader: Bester, P. C. & Van Dyk, G. A. J.

**Abstract:** The military is a unique working environment that poses several challenges to soldiers. These include numerous ambiguities, psychological stressors, physical demands and resource challenges. In order for the military to be successful, it is important to employ individuals who will be able to thrive in this environment. The theory of work adjustment proposes correspondence between an individual and his or her work environment. The military needs individuals who will fit well into the organisation and enhance its capabilities. The objective of this study was to explore the possible relationships between emotional intelligence, locus of control, self-efficacy, sense of coherence and work adjustment within a military sample. The data was collected from a sample of 295 members of the South African National Defence Force preparing for an international deployment. The descriptive statistics included 76,6% males and 23,4% females with the majority of respondents (292) from the South African Army (99%), while the other respondents (3) were from the South African Military Health Service (1%). Quantitative research techniques were employed to test the stated hypotheses. Emotional intelligence, locus of control, self-efficacy and sense of coherence were analysed as independent variables and work adjustment as the dependant variable. The findings supported the hypotheses, and relationships between emotional

intelligence, locus of control, self-efficacy and sense of coherence were established. Contributions towards theory, literature, practice, labour, policies and military commanders are made. Recommendations for future research are also presented.

**Jacobs, C.J.**



**Jacobs, C.J. (2014)** *Once more: testing the job characteristics model.* MComm (Psych). Study leader: Dr. Boonzaier, B.

**Abstract:** The Job Characteristics Model (JCM) is one of the most widely used and researched models in the field of Industrial Psychology. It has provided industry with useful solutions for its people-related business problems through the rearranging of the physical and psychological characteristics of jobs in order to address demotivation, dissatisfaction and marginal performance. The JCM has also endured a fair amount of criticism, however, specifically pertaining to the mediating role of the psychological state variables. Research findings on the model are divided into two camps. Some researchers argue that the model is empirically sound; while others believe the model should be discarded or adjusted. These studies were done circa 1990, however, when most of the advanced statistical analysis techniques utilised today were not available. Research related to the JCM has been decreasing steadily since then, and it seems that no final verdict was reached regarding the utility and validity of the model. The overarching objective of this study is to provide closure regarding this discourse by testing the three major theoretical postulations of the JCM in the South African context on a sample of 881 students with an ex post facto correlational research design. This was achieved by utilising structural

equation modelling via LISREL. Three separate structural models were fitted and compared. The first model was a simplified version of the original model (Hackman & Oldham, 1980). The second model excluded the mediating psychological states proposed by Boonzaier, Ficker and Rust (2001). The final model had the same basic structure as the first model, but more causal paths were included between the job characteristics and the psychological states. The results show that more variance in the outcomes is explained with the inclusion of the psychological state variables. The psychological states are therefore a crucial component of the model. Although these findings corroborated the original model, the third model displayed superiority in terms of accounting for significant amounts of outcome variance in the dependent variables. These findings indicate that the job characteristics predict the psychological states in a more comprehensive manner than originally proposed in the literature. Job design interventions thus remain a useful tool and industry should utilise the suggested interventions. Furthermore, this study proposes preliminary equations (a Motivating Potential Score and resource allocation) that may be used to determine the relative importance attached to each job characteristic in the world of work.

### **Jansen van Rensburg, J.**



**Jansen van Rensburg, J. (2014).** *Skills development in the agricultural sector: a multiple case study approach.* MComm (Psych). Study leader: Prof. Du Preez, R.

**Abstract:** Skills development is a crucial element in improving the effectiveness with which organisations operate in the current

global arena. The level of skills of employees in any organisation should be of significant managerial concern. The principal aims of this study is firstly to investigate the success achieved in skills development initiatives in the agricultural sector in South Africa and secondly to develop a theoretical framework of important individual and organisational variables for skills development in agriculture. Management on farms need to develop the skills of their employees in order to ensure effective adaptation to changes in the sector. A strong need for development also exists among South Africans working in the agricultural environment, as the sector is rapidly modernising and the people employed in this sector often possess low skill and literacy levels. The key question is whether the skills development strategies and initiatives of farms are conducive to successful human resource development, in light of the specific individual and organisational context. A multiple case study research design was used, exploring the various ways in which six different farms approach skills development and the variables which impacted on the success thereof. These approaches and effects are compared to the literature and across cases to move towards the development of a skills development framework applicable to the unique agricultural context in South Africa. Data collection included primary (semi-structured interviews with employees and management) and secondary (background and administrative) information to comprehensively describe each case. Pattern matching was used to determine common trends between the cases and illustrate them in terms of a conceptual framework. General support was found across the six cases for the complex and extensive framework of variables. The following individual variables were found to have an impact on the effectiveness of skills development: ability to learn, motivation to engage in and transfer training, attitude to skills development, locus of control, and perceived ability to learn. Organisational variables which affected the effectiveness of skills development included the following: labour relations, organisational strategy, culture, climate, and systems. Many of these variables comprised a number of sub-variables, which were also shown to be relevant in the framework. Variables in the

individual and organisational frameworks were also found to demonstrate interactive effects within and across framework boundaries. The results of the study serve as thought provoking reading for managers, which could stimulate critical thought and an inquisitive attitude to skills development on their farms. In general, training and development was approached in a very informal manner in terms of strategy, goals, and practice. Managers can surely benefit from adopting greater formalisation in these aspects as it would ease the process of planning, implementing, and evaluating training. In certain instances additional variables or interrelationships were identified for future study. The establishment of the framework of variables serves to inform future research: it represents a point of departure for research in a critical field where little recent research has been published.

#### **Van der Westhuizen, N**



**Van der Westhuizen, N (2014).** *Turnover intention and employee engagement: exploring eliciting factors in South African audit firms.* MComm (Psych). Study leader: Boonzaier, B.

**Abstract:** In response to globalisation and competition, today's organisations are changing at an accelerating and radical pace. A review of the literature revealed that the demanding and often repetitive nature of work increases employees' turnover intention. This is generally attributed to a lack of employee engagement. This trend is especially evident within the South African financial services industry. Without a functional workforce, no organisation can survive. Therefore organisations within this sector need to establish a balance between the provision of

meaningful work, and profitability. The primary objective of this research study was to develop and empirically test a structural model that elucidates the antecedents of variance in turnover intention and employee engagement among employees employed by audit firms operating in the South African financial services industry. In addition, this research study investigated whether employees employed by these audit firms engage in job crafting to modify their work environment (i.e. job resources, personal resources and job demands, as illustrated in the Job Demands-Resources model) (Demerouti, Bakker, Nachreiner & Schaufeli, 2001) to cultivate meaningful work that decreases turnover intentions while increasing employee engagement. In this research study, an ex post facto correlational design was used to test the formulated hypotheses. Quantitative data was collected from 391 employees employed by audit firms operating in the South African financial services industry. Data was collected specifically for the purpose of this research study. Participation was voluntary. A self-administered web-based survey was distributed electronically to the participants. The data collected was strictly confidential and anonymous. The survey comprised seven sections. The first two sections measured the participants' biographical and employment information. Subsequent sections measured specific latent variables using valid and reliable measuring instruments. These instruments include the Utrecht Work Engagement Scale (UWES-9) (Schaufeli, Bakker & Salanova, 2006), the Turnover Intention Scale (Moore, 2000), the Psychological Meaningfulness Scale (May, Gilson & Harter, 2004), the Job Crafting Scale (Tims, Bakker & Derks, 2012), and the six-item Proactive Personality Scale (Claes, Beheydt & Lemmens, 2005). Data was subjected to a range of statistical analyses. The findings shed light on the seriousness of turnover intention and the lack of employee engagement among employees employed by audit firms operating in the South African financial services industry. It provides South African industrial psychologists with much needed insight into the presenting problem. With reference to the highlighted managerial implications of the research findings and the recommended interventions, industrial psychologists can

ensure the retention and engagement of employees.

### **Wolmarans, J.**



**Wolmarans, J. (2014)** *The effect of core ethical values on ethical leadership, organisational justice, ethical climate and leader effectiveness.* MComm (Psych). Study leader: Prof. Engelbrecht, A. S.

**Abstract:** This study arose from a high need to determine the factors contributing to leader effectiveness in South African organisations by identifying the determinants thereof. The purpose of the study furthermore was to identify the determinants of unethical and counterproductive behaviours in the workplace. There is a belief that leaders should set aside ethical standards to succeed in the rough-and-tumble world of business. In contrast, evidence has revealed that ethical leaders can frequently be seen as more effective in organisations. Since the purpose of this study was to examine factors contributing to perceived leader effectiveness within South African organisations, the relationship between perceived effective leadership, ethical climate, organisational justice, ethical leadership and core ethical values was investigated. The aim was to provide further theoretical and empirical evidence that effective ethical leadership can be realised through instilling an ethical organisational climate in which integrity, altruism and fairness are exhibited and encouraged. A theoretical model was developed to explain the structural relationships between the latent variables and effective leadership within organisations. Substantive hypotheses were formulated in order to determine the validity of the propositions

made in the literature review, with the objective of testing the proposed ethical climate structural model. The sample was selected from employees of a large retail company mainly situated in the Western Cape but with branches all over South Africa and in the rest of Africa. The selection consisted of 224 first-line and middle management employees. Each of the respondents completed the Leader Effectiveness Questionnaire (LEQ), the Ethical Climate Scale (ECS), the Justice Scale, the Leadership of Ethics Scale (LES), the Revised Behavioural Integrity Scale (BIS-R) and Langley's Value Scale. The hypotheses and the structural model were empirically tested using various statistical methods. Reliability analysis was completed on all the measurement scales and satisfactory reliability was found. The content and structure of the measured constructs were examined by means of confirmatory factor analysis and the results indicated that good fit was achieved for all the refined measurement models. Structural Equation Modelling (SEM) was subsequently used to determine the extent to which the conceptual model fitted the data obtained from the sample and to test the relationships between the constructs. The results revealed that integrity and altruism have a direct and positive influence on ethical leadership. Support furthermore was found for the influence of ethical climate on leader effectiveness. The results however indicated that support could not be found for the relationship between organisational justice and leader effectiveness. Conversely, it was found that ethical leadership has a direct and positive influence on leader effectiveness. In addition, organisational justice also exhibited a positive influence on ethical climate. On the other hand, ethical leadership did not have a positive influence on ethical climate. Finally, support was found for the influence of ethical leadership on organisational justice. Final conclusions were drawn from the results obtained and recommendations for future research are made.

## ***Doctor's Degrees***

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**Mahembe, B.**



**Mahembe, B. (2014)** *The development and empirical evaluation of an extended learning potential structural model.* PhD (Industrial Psychology); Supervisor: Prof. Theron, C.C & Prof Malan, D.J.

**Abstract:** In South Africa, selection from a diverse population poses a formidable challenge. The challenge lies in subgroup difference in the performance criterion. Protected group members perform systematically lower on the criterion due to systematic, group-related differences in learning and job competency potential latent variables required to succeed in learning and on the job. These subgroup differences are attributable to the unequal development and distribution of intellectual capital across racial-ethnic subgroups due to systemic historical disadvantage. This scenario has made it difficult for organisations in South Africa to meet equity targets when selecting applicants from a diverse group representative of the South African population, while at the same time maintaining production and efficiency

targets. Therefore there is an urgent need for affirmative development. Ensuring that those admitted to affirmative development interventions successfully develop the job competency potential and job competencies required to succeed on the job requires that the appropriate people are selected into these interventions. Selection into affirmative development opportunities represents an attempt to improve the level of Learning performance during evaluation of learners admitted to affirmative development opportunities. A valid understanding of the identity of the determinants of learning performance in conjunction with a valid understanding of how they combine to determine the level of learning performance achieved should allow the valid prediction of Learning performance during evaluation. The primary objective of the present study was to integrate and elaborate the De Goede (2007) and the Burger (2012) learning potential models in a manner that circumvents the problems and shortcomings of these models by developing an extended explanatory learning performance structural model that explicates additional cognitive and non-cognitive learning competency potential latent variables that affect learning performance and that describes the manner in which these latent variables combine to affect learning performance. A total of 213 participants took part in the study. The sample was predominantly made up of students from previously disadvantaged groups on the extended degree programme of a university in the Western Cape Province of South Africa. The proposed De Goede – Burger – Mahembe Learning Potential Structural Model was tested via structural equation modeling after performing item and dimensional analyses. Item and dimensional analyses were performed to identify poor items and ensure uni-dimensionality. Uni-dimensionality is a requirement for item parcel creation. Item parcels were used due to sample size restrictions. The fit of the measurement and structural models can generally be regarded as reasonable and both models showed close fit. Significant relationships were found between: Information processing capacity and Learning Performance during evaluation; Self-leadership and Motivation to learn; Motivation to learn and Time-engaged-on-task; Self efficacy and Self-

leadership; Knowledge about cognition and Regulation of cognition; Regulation of cognition and Time-cognitively-engaged; Learning goal orientation and Motivation to learn; Openness to experience and Learning goal orientation. Support was not found for the relationships between Conscientiousness and Time-cognitively-engaged, as well as between Time-cognitively-engaged and Learning performance. The hypothesised moderating effect of Prior learning on the relationship between Abstract reasoning capacity and Learning performance during evaluation was not supported. The statistical power of the test of close fit for the comprehensive LISREL model was examined. The discriminant validity of the item parcels were ascertained. The limitations of the research and suggestions for future studies have been highlighted. The results of the present study provide some important insights for educators and training and development specialists on how to identify potential students and talent for affirmative development in organisations in South Africa.

### Hunter, W. F. J. R.



**Hunter, W. F. J. R. (2014).** *The role of integrity and personality in counterproductive work behaviour.* PhD (Industrial Psychology); Supervisor: Prof. Engelbrecht, Amos S.

**Abstract:** Organisations attempt to select employees that will make an effective contribution towards organisational performance. Traditionally, the emphasis was on selecting new staff on the basis of cognitive and behavioural attributes, which are linked to positive constructs such as technical competence, involvement, commitment and productivity. More recently, the domain of staff selection has widened to include the selection of individuals who would avoid counterproductive work behaviours. Based on previous studies, this study investigated the three most dominant constructs in this domain, i.e. personality, integrity and counterproductive work behaviour. The goal of this study was to investigate the relationship between selected personality dimensions and integrity, and how these personality dimensions and integrity are related to counterproductive work behaviour. Based on the existing literature, a theoretical model depicting how these constructs are related to one another was

developed and a number of hypotheses were formulated. The data for this study were obtained via questionnaires from a non-probability sample in the South African retail and security industries. The total sample size consisted of 1176 non-managerial employees and job applicants. The postulated relationships were empirically tested using various statistical methods. Reliability analyses were done on all the measurement scales and adequate reliability was found. The content and structure of the measured constructs were investigated by means of confirmatory, and where necessary, exploratory factor analyses. The results indicated that reasonable 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 relationships between the constructs. In line with previous research, the results indicated positive relationships between conscientiousness and integrity, and adjustment and integrity. Negative relationships between neuroticism and integrity and fearfulness and integrity were found. Contrary to the literature, agreeableness showed a negative relationship with integrity and external locus of control and personalised power showed non-significant relationships with integrity. In line with the literature, positive relationships were found between neuroticism and counterproductive work behaviour, external locus of control and counterproductive work behaviour, personalised power and counterproductive behaviour. Negative relationships were found between conscientiousness and counterproductive work behaviour, and integrity and counterproductive work behaviour. Contrary to the literature, positive relationships were found between adjustment and counterproductive work behaviour, and agreeableness and fearfulness showed non-significant relationships with counterproductive work behaviour. The present study contributes meaningfully to existing literature on personality, integrity and counterproductive work behaviour by providing insights into the nature of the relationships amongst these constructs. The study also specifies practical implications to be considered by

management in order to enhance integrity behaviour and to reduce counterproductive behaviour in organisations. The limitations and recommendations provide additional insights and opportunities to be explored through future studies.

## Personeelsake

### Proff Callie Theron & Ronel du Preez



Dit het die Departement te beurt geval dat twee van ons senior personeellede, Proff **Callie Theron** en **Ronel du Preez**, albei bevorder is tot volprofessor.

#### PROF CALLIE THERON

#### ON THE IMPORTANCE OF BEING EARNEST ABOUT THEORISING

A review of scholarly articles suggests that explanatory quantitative research in industrial psychology in South Africa is too often understood to be set in motion by a research problem. The research problem is formulated at the outset of the research. The research problem in refers to a question posed with regards to the nature of the relationship between two or more latent variables. In another highly prevalent version of this logic, the explanatory quantitative research process is understood to be set in motion by ring-fencing a number of latent variables and posing the question how these variables are structurally related to each other. The choice of latent variables for inclusion in the research set is then often motivated by the claim that the relationship between these variables have either not been studied before or have not been studied before in a

specific context. An important feature these two approaches have in common is that both interpret explanatory research as a process where the researcher has to commit to a specific set of latent variables at the outset of the study. This choice of latent variables will then typically dictate the focus of the literature study.

Attempts to influence the performance of employees through an integrated and coordinated network of human resource management interventions only makes sense if it is assumed that the levels achieved by employees on the latent variables comprising a structural model comprising the latent competencies and outcome latent variables constituting performance are determined. Determinism is interpreted to mean that the levels achieved by employees on the latent variables comprising the performance structural model are determined by a richly inter-connected nomological network of latent variables characterising the employee and his/her working environment. A valid description/understanding of the manner in which these latent variables structurally combine to affect employee performance is a prerequisite for the purposeful and rational derivation of human resource interventions that can be expected to improve performance. The challenge therefore is to obtain valid explanations of employee performance that acknowledge the complex dynamic interaction between the characteristics of the employee and the (perceived/interpreted) characteristics of his/her work environment. Explanatory research is not conducted to test hypotheses on relations between latent variables. There is no particular value in establishing whether two (or more) latent variables that have not been studied before (or have not been studied before in a particular context) are related. Explanatory research is conducted to obtain a valid insight in the psychological mechanism that determines the level of performance (or one of its antecedents) an employee achieves. Starting the research process with a research problem in the sense that it was defined earlier or starting the research process with a pre-selected set of latent variables will unlikely bring a penetrating insight in the complex nomological net underpinning employee performance. If a research problem exists at the outset it

implies that a stance on the identity of the latent variables and the manner in which they combine to affect performance already exists although no theorising has been formally devoted to the question as to why variance in employee performance exists. Under these circumstances the literature largely becomes an impotent ritual.

To achieve fruitful research that meaningfully serves the objective of deriving human resource interventions that can be expected to improve performance the explanatory research process needs to be interpreted in a manner that enforces true theorising in the sense of problem-solving. Theorising refers to the process of developing a comprehensive hypothesis on the set of latent variables, defining them and structurally relating them to the endogenous latent variable(s) of interest from existing research findings reported in the literature (and from qualitative data collected through direct/indirect observation of the phenomenon of interest). It is only if the researcher is forced to use his/her abstract thinking ability to derive a hypothesis on the identity of the latent variables, and the manner in which they combine in the nomological net to determine the endogenous latent variable(s) of interest, that we stand a chance of starting to understand something of the complex process that underpins employee performance. More so if the theorising is anchored in the conscious conviction that employee performance is complexly determined and if it is understood fundamentally as an attempt to build a psychological mechanism from available latent variables.

Interpreting quantitative explanatory research as a process that starts with a research initiating question rather than a research problem will in my opinion naturally enforce theorising. Fundamentally theorising is aimed at designing a psychological mechanism that is capable of determining the level of  $\eta_j$ . Throughout the literature study, path-specific substantive research hypotheses are derived on the manner in which components of the mechanism structurally interact. These path-specific substantive research hypotheses combine into a single comprehensive overarching substantive research hypothesis. The research initiating question drives the theorising until the

overarching substantive research hypothesis has grown into the description of a psychological mechanism that appears to offer a plausible account of the process that produces variance in  $\eta_j$ .

For the self-critical behavioural scientist the overarching research problem arises naturally at this stage as the question whether the explanatory structural model provides a valid description of the psychological mechanism that underpins variance in  $\eta_j$ . In terms of this interpretation of explanatory research the literature study conceives and gives birth to the research problem and the substantive research hypothesis [rather than the other way round as it is traditionally assumed].

Restoring theorising to its rightful place in the explanatory research process will, however, not be enough. The capacity of any individual researcher to "uncover" large sections of the nomological net is simply too limited. If employee performance is complexly determined in the sense that the meaning or explanation lies in the whole of the nomological network, and secondly, if the success of human resource interventions depend on the extent to which the theory underpinning it is valid, then it becomes critical to grow comprehensive explanatory structural models. Cumulative research studies are therefore required in which the structural models developed by researchers in response to first-order research initiating questions are modified and elaborated (assuming that the originally proposed models received adequate support in terms of overall fit and in terms of the path-specific hypotheses proposed). It is, however, inevitable that this process will quite quickly reach a point where the number of latent variables included in the model becomes so large that individual respondents will no longer be able or willing to provide all the measures required to empirically test the model. A data collection design in which specific items are randomly omitted from the survey questionnaire for subsets of the study sample seems to offer a feasible, albeit still very ambitious, solution to this problem.

This line of reasoning has resulted in fruitful research in the historically older departmental research niche area focusing on affirmative development. Seven research studies were conducted since 2007 under the banner of the departmental affirmative

development research niche area. Each of these studies were rooted in an open ended research initiating question that focussed on learning performance. A basic learning potential structural model has been developed by De Goede (2007). Following on this Burger (2012), Van Heerden (2012), Prinsloo (2013), Mahembe (2014), Castelyn (2014) and Pretorius (2014), in different ways and from different perspectives, each contributed to the elaboration of the original model, while keeping cognisance of the model development occurring in the other studies in the project. Each one of these models, to some limited degree, sheds light on the psychological mechanism that underpins learning performance in affirmative development. None of these separate, individual studies on their own, however, come close in capturing the intricate richness of the psychological dynamics underpinning affirmative development classroom learning performance and learning performance during evaluation. When the structural models that emerged from each of these studies are integrated and combined into a single learning performance structural model, a little bit more of the cunning logic and the elegant design of the mechanism underpinning learning performance start to emerge. Academic researchers in industrial psychology will meaningfully serve their professional colleagues in industry if they interpret research in a manner that places theorising centre-stage and aimed at the development of a psychological mechanism that validly explains variance in employee work performance.

**PROF RONEL DU PREEZ**  
**TEACHINGS FROM CONSUMER**  
**BEHAVIOUR APPLICABLE TO HIGHER**  
**EDUCATION:**

The rich body of theoretical knowledge which is contained in the domain of consumer psychology can contribute generously to the understanding of student behaviour. Four teachings from consumer behaviour that could fruitfully be applied towards this end include firstly, develop and manage your corporate and brand image, secondly, determine the valence of decision-making criteria and market accordingly; thirdly, research your consumer target market and finally attend to consumer needs. However, teachings only hold value if they are considered, evaluated and assimilated in the broader sense.

Five challenges were presented to Stellenbosch university namely to (1) build a strong institutional and brand image through the implementation of tested marketing and consumer psychology principles. Choose your partners well. Choose brand extensions (e.g. partners, new programmes) that support and build the mother brand, without deflecting energy and focus to the detriment of the core offering. (2) Acknowledge that student consumers of higher education are very discerning. As the student pool continues to shrink, strategies and action plans should be in place to recruit the best students together with those that have the potential to study successfully. The students that excel will drive research and teaching and be the thought leaders of tomorrow. Innovative recruitment and communication platforms should be investigated. (3) Invest in student consumer research. Develop an in-depth knowledge of the valence of decision-making criteria held by students - especially now that the profiles of our students are changing. Understand their decision-making processes, their media preferences and their need sets. (4) Invest in student support structures that cater for academic and socio-psychological needs, as more students are underprepared for higher education. The growing number of first-generation students deserves special attention as very little is known about the

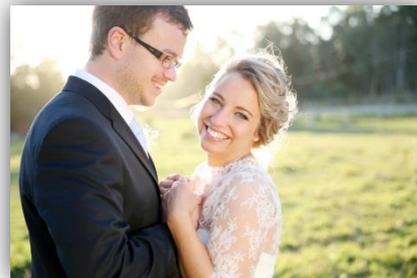
unique academic and socio-psychological challenges that they face upon entry into higher education. (5) Continuous programme and curriculum development is paramount. Through up to date and relevant programme offerings SU will build our institutional and brand image and cater for the needs of industry, society and students. Our programme and research offering largely define us as a university and extreme caution should be applied when making strategic decisions in this regard.

**Ms Adams**



Ms Adams got promoted from Junior Lecturer to Lecturer

**Ms Guse Janse van Vuuren**



Carla Guse Janse van Vuuren is op 31 Mei 2014 getroud.

### **Dr Görgens**



Dr Gina Görgens het geboorte gegee aan 'n baba seuntjie, Sebastian Johann Görgens.

### **Me Viljoen**

Me Viljoen het van haar werke by die Omaruru Artist Trail in Namibia uitgestal. Hierdie foto is een van haar houtskoolwerke.



### **Ms De Wet**

We have also had to share in the grief of our colleague, Marietha De wet, who lost her partner, Erick, on 21 September 2014 after a protracted battle with cancer.

### **Contact Details**

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