



NEWSLETTER FROM THE DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

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UIT DIE VOORSITTER SE KANTOOR

Professor Johan Malan

Dis benouend om te dink dat dit alweer Maart-maand is – “time is Marching on”. Ten spyte van die benoude gevoel omtrent die ratio van take wat afgehandel moet word aan die begin van die akademiese jaar en die beskikbare tyd, moet ‘n mens nou maar erken, Maart-maand is ‘n buitengewone mooi maand in Stellenbosch. Die wingerde se blare is besig om te verkleur en die dae is pragtig. Die Suid-Oos het ‘n bietjie kalmeer en die temperature is meer matig en aangenaam.

Ons is nou reeds ongeveer agt maande terug in die oorgedoende Wiskundige Wetenskappe en Bedryfsielkunde-gebou. Ons kry nog gedurig besoekers wat hul waardering uitspreek vir die wyse waarop die gebou ingerig is en die algemene voorkoms daarvan. Ten spyte van ‘n paar lugversorgingsprobleme is ons nou behoorlik ingeburger en tuis in ons nuwe ou gebou.

Die jaar 2013 was ‘n buitengewone goeie jaar ten opsigte van ons publikasie-uitsette (11 geakkrediteerde joernaalartikels) en die 22 magisterstudente wat hul tesse ingedien het vir eksaminering. Dit lyk of ons ‘n goeie resep beet het wat vinniger deurvloei van die studente tot

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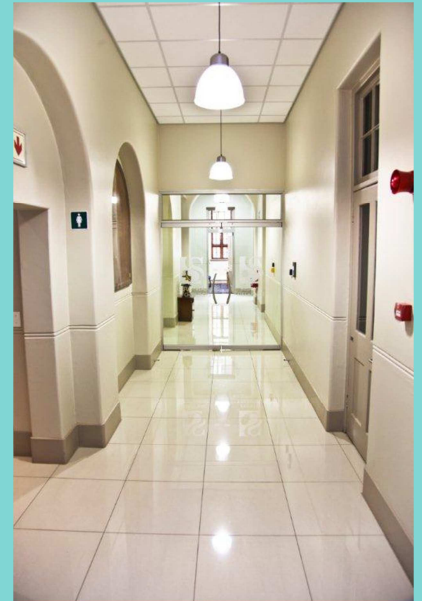
gevolg het. Hierdie uitsette het geskied ten spyte van die ontwrigting wat gepaard gaan met die trek van 'n department van een gebou na 'n ander en die daaropvolgende hervestiging.

Ons het 'n amptelike skrywe van die Health Professions Council of South Africa ontvang waarin ons meegedeel is dat ons BPsig-Ekwivalensie-program tot Oktober 2018 geakkrediteer is. Hierdie program volg op 'n erkende honneursgraad in Bedryfsielkunde of Sielkunde en stel ons in staat om ons eie en ander universiteite se studente toe te laat op grond van hul prestasie in die nagraadse assesseringsmodules. Die program bestaan uit 'n kombinasie van ses maande se werklike praktykopleiding onder toesig van 'n senior sielkundige of psigometris, plus 'n aantal werksinkels wat die teoretiese begroning van die praktyk dek. Sedert die ontstaan van die huidige BPEP-program en sy voorganger, die Psychometrist Internship Support Programme, is 63 kandidate vir opleiding aanvaar, waarvan 3 ongelukkig onttrek het. Vyf kandidate moet nog die Raadseksamen skryf, maar van die oorblywende 55 wat reeds die Raadseksamen geskryf het, het 48 (87%) dit by die eerste geleentheid geslaag, 'n verdere (5) 9% by die tweede poging, en een (2%) kandidaat by die derde poging. Die oorblywende kandidaat moet nog 'n hereksamen skryf. Vergeleke met die anekdotiese inligting wat ons het omtrent die nasionale sukseskoerse, is hierdie sukseskoerse fenomenaal. Ons moet vir Dr Wim Myburg, die koördineerder van die program vir hierdie sukses bedank.

Ons het begin om 'n LinkedIn-groep te stig vir alumni en vriende van die Departement. Dit sal seker 'n tydjie neem voordat die groep werklik aan die gang is, maar wees asb. op die uitkyk vir uitnodigings om aan te sluit. Ons soek nuwe maniere om met ondersteuners te kommunikeer, maar stel veral daarin belang om die nuus rakende ons alumni en ander belanghebbendes in ons nuusbrieff op te neem en op ons webtuiste te plaas, asook geleenthede wat hulle wil bemark met ons netwerk te deel.

Ons wens is dat 2014 vir ons Departement en vir sy ondersteuners 'n suksesvolle jaar sal wees.

New Building



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Newsletter prepared by Ms Y De
Bruin



CONFERENCES & PUBLICATIONS

INTERNATIONAL CONFERENCES

A paper was presented at the 13th European Congress of Psychology in Stockholm by **Ms Ria Steyn** and **Dr Gina Görgens**, entitled: *Optimism, self-efficacy and meaningfulness: Towards a salutogenic model of occupational wellbeing*, which was held in Sweden from 9-12 July 2013.

Prof Johan Malan and **Ms Amanda Lambrechts** presented a paper at the 13th European Congress of Psychology in Stockholm, entitled: *The moderating effect of personality on the achievement of work-life balance and its effect on employee engagement*, which was held in Sweden from 9-12 July 2013.

A paper was presented at the 13th European Congress of Psychology in Stockholm by **Mr Bright Mahembe**, **Prof Amos Engelbrecht**, and **Mr Francois de Kock**, entitled: *A study to assess the factorial validity of the Revised Self-leadership Questionnaire on a South African sample*, which was held in Sweden from 9-12 July 2013.

Mr Liam van Zyl and **Prof Ronel du Preez** presented a paper at the Summer Global Business Conference on Croatia, entitled: *Towards the development of a corporate social responsibility questionnaire*, from 2-5 October 2013.

A paper was presented at the 5th Interna-

tional symposium on Service Learning by **Ms Michelle Visser** and **Mr Spurgeon Wilson**, entitled: *A school mentoring model: An opportunity for engaged learning*, which was held at Stellenbosch from 20-22 November 2013.

NATIONAL CONFERENCES

A paper was presented at the 15th Annual SIOPSA conference by **Mr Bernard Swart** and **Prof Johan Malan**, entitled: *The development of an innovation leadership questionnaire*, which was held in Pretoria from 29-31 July 2013.

A second paper was presented at the 15th Annual SIOPSA conference by **Ms Marietha de Wet** and **Ms Jacqueline du Toit** entitled: *Bullying among nurses in a public hospital in the Free State: A mixed method study*, which was held in Pretoria from 29-31 July 2013.

Ms Gardielle Heine, **Prof Amos Engelbrecht**, and **Mr Bright Mahembe** presented a paper at the 15th Annual SIOPSA conference, entitled: *The influence of ethical leadership on trust and work engagement*, which was held in Pretoria from 29-31 July 2013.

A paper was presented at the 25th Southern African Institute of Management Scientists (SAIMS) Conference by **Mr Tendai Mariri**,



CONFERENCES & PUBLICATIONS

Prof Ronel du Preez, and Mr Bright Mahembe, entitled: *The development of an impulsive buying behaviour structural model for high involvement products*, which was held in Potchefstroom from 15-17 September 2013.

Mr Tendai Mariri and Mr Bright Mahembe presented a paper at the 25th Southern African Institute of Management Scientists (SAIMS) Conference, entitled: *The relationship between servant leadership, affective team commitment, citizenship behaviour and team effectiveness*, which was held in Potchefstroom from 15-17 September 2013.

PUBLICATIONS

An article by Brits, N., Meiring, D., & Becker, J., entitled: *Investigating the construct validity of a development assessment centre*, published in the SA Journal of Industrial Psychology, 2013, 39(1), 1-11.

Du Preez, R., Steenkamp, L., & Baard, R., entitled: *An investigation into a peer module mentoring programme in Economic and Management Sciences*, published in the International Business and Economics Research Journal, 2013, 12(10), 1225-1237.

An article by Hill, C., Nel, J.A., Van de Vijver, F.J.R., Meiring, D., Valchev, V.H., Adams, B.G., & De Bruin, G.P., entitled: *Developing and testing items for the South Afri-*

can Personality Inventory, published in the Journal of Industrial Psychology, 2013, 39(1), 1-13.

Mahembe, B., Engelbrecht, A.S., & De Kock, F.S., entitled: *A confirmatory factor analytic study of a self-leadership measure in South Africa*, published in SA Journal of Human Resource Management, 2013, 11(1), 1-10.

An article by Robyn, A., & Du Preez, R., entitled: *Intention to quit amongst Generation Y academics at higher education institutions*, published in the SA Journal of Industrial Psychology, 2013, 39(1), 1-14.

Spangenberg, H.H., & Theron, C.C., entitled: *A critical review of the Burke-Litwin model of leadership, change and performance*, published in Management Dynamics: Journal of the South African Institute for Management Scientists, 2013, 22(2), 29-48.

PROCEEDINGS INTERNATIONAL

A paper by Terblanche-Smit, M., Du Preez, R., & Van Huysteen, L., entitled: *Advertising execution styles matter: A fear-based experiment on attitude, susceptibility, efficiency and behaviour*, was published in the proceedings of the 16th Biennial World Marketing Congress, Melbourne, Australia, Academy of Marketing Sciences, 2013: 123-134.



Department of Industrial Psychology Joins Forces with Media 24 to Tackle SA's Most Fundamental Challenge

The department of Industrial Psychology is an active supporter of the stance that the most fundamental challenges of this country should be most actively tackled there where it originates; that is a lack of well-rounded quality education. It is in this light that the department has once again decided to play a central role in the Media24 Rachel's Angels mentorship project. Under supervision of our own registered Industrial Psychologist, Ms. Michelle Visser, the department offered its strategic human resource interventions and sophisticated scientific tools in the pursuit of attracting, selecting, and training the best possible mentors and matching each individual with the right mentee.

From the 241 students that applied to be mentors (Angels), only 140 were shortlisted and selected by means of a scientific and systematic selection process. Academic background and personality were used as primary criteria. Using the electronic version of the 15FQ+ personality questionnaire, the personality testing ran for three straight weeks from the 8th to the 30th of October. Finally, after doing everything possible in order to match the best mentors with the right mentees, 140 now to be trained Rachel's Angels mentors were selected on the 20th of November.

The training phase is almost underway and we look forward to be involved in the training of these young and selfless students willing to make help make South Africa a better place for all its people.



Recruitment and Selection for the Media 24 Rachel's Angels Trust Project Manager Vacancy

In January 2014 Linza Aucamp (masters' student), worked under the supervision of Industrial Psychologist, Michelle Visser, together with the Industrial Psychology Department to assist the Media 24 Rachel's Angels Trust in their search for a project manager.

The Media 24 Rachel's Angels Trust needed to appoint a project manager to operate the well known Rachel's Angels mentorship project. The Industrial Psychology department was asked to assist in this process at quite a late stage, since 63 candidates had already applied for the position and the deadline to make an appointment was in two weeks time.



Vlugbalkompetisie

Die spanboudag vir die Fakulteit Ekonomiese en Bestuurswetenskappe het oudergewoonte vir groot opgewondenheid gesorg met die departementele vlugbalkompetisie. Die Bedryfsielkunde Departement se span, genaamd, *Psycap* (afkorting vir *Psychological Capital*) het te staan gekom teen twee spanne van Rekeningkunde (waarvan een die vorige jaar se wenner was), sowel as die Kapitaliste van Ekonomie.



Bedryfsielkunde het karakter getoon, maar kon ongelukkig nie die knoop deurhaak teen die twee spanne van Rekeningkunde nie. 'n Verassing het egter op almal gewag toe die (op daardie stadium) onderskatte Bedryfsielkunde span die Kapitaliste oortuigend geklop het nadat alles in die stryd gewerp is.



Groot vieringe het gevolg na die oorwinning en die span het reeds begin beplan om almal volgende jaar weer die stryd aan te sê. Die

spanlede was: Anthony Otto (Kaptein), Francois van der Bank (Spanbestuurder), Pamala Fortune, Tendai Mariri, Lindie van der Westhuizen en Marietha de Wet, Jaco van Vuuren (Afrigter).

Career Psychology Workshop

Career psychology plays a big role in guiding the youth of South Africa today. The Department of Industrial Psychology hosts a workshop as part of the subject Career Psychology in which the Honours students participate in leading Gr 9 learners in choosing their subjects for the career that they are interested in. This programme is lead by Ms Marietha de Wet and has proved to be very successful. The department has decided to make it a service module for the coming year because of the success of the programme. The aim of this is to expose the students to the surrounding community through the presentation of the programme.



The feedback that we received from the honours students indicate that they experience this model as valuable and a great learning opportunity in which they can grow and make a contribution to the community.



A Word from Interns

SAMANTHA ADAMS

The mention of the word “military” may evoke images of soldiers, parades, guns and tanks. However, in the field of Industrial psychology the word is hopefully synonymous with the historical origins of the profession and one of the most sought after Industrial Psychology internships in the country. In 2013 I was afforded the opportunity to complete my internship at the Military Psychological Institute in Pretoria. The experience was definitely a lot more than the soldiers, parades, guns and tanks I had expected.



As with other internships, the programme offered by MPI is structured along the HPCSA’s guidelines and touches on a number of relevant areas. The fulfilment of the internship criteria was facilitated by intensive training in these areas and participation in a number of projects requested by various units and arms of service. The projects ranged from large group assessments and selections for the navy and army, to soft skills training and career

counselling. Moreover, with a workforce of approximately 80 000 employees, working within a service unit such as MPI also provided exposure to diverse groups, settings and interactions. In an environment like this ethical issues are pronounced and therefore require diligent adherence to ethical codes and guidelines, an element which was strongly emphasised throughout the year.



On a more personal note, a few highlights from my year include; staying and dining (or carbo-loading) at a Mess, partaking in the unit fitness assessments, preparing for, writing and passing the board exam and paying my last respects to Madiba at the Union buildings after his passing. Even though I did not wear a uniform or shoot a R4 I felt part of the MPI family. I worked with a great group of people who taught me so much through sharing their experiences and knowledge. The military environment can be challenging but I thoroughly enjoyed every aspect of the internship experience. In my opinion, MPI has one of the best structured internship programmes and is also one of the few places where you are considered more than just an employee with a psychology background.





I would like to thank Lt.Col. Bruwer and Lt.Col. Meyer who co-ordinated and supervised my internship, as well as Prof Malan and the Industrial Psychology department for their accommodation and support in this regard.

Samantha Adams is now a Registered Industrial Psychologist.

TREVOR HERSELMAN

During my internship I participated in a career guidance workshop with grade 7 learners from the Jan van Riebeeck Primary school, in Cape Town. This initiative was done under guidance of Mrs Visser and Mrs De Wet from the Department of Industrial Psychology. The purpose of the workshop was to assess the learners in terms of their interests, aptitude, and personality. The students were then provided with feedback with regard to possible careers and career paths to explore. This would consequently assist them with their subject choices for high school. A total of thirty-four students partook in the workshop, with a split of twenty-two girls and twelve boys. The students' enthusiasm and conduct was truly admirable, the

learners thoroughly enjoyed the experience, as they were eager to find out more about themselves and what possible career paths they ought to explore. It was a truly an enjoyable experience to see how psychological assessments is able to assist the youth of South Africa with career choices and future prospects.



Trevor Herselman is currently an Industrial Psychology Intern.

Masters Class 2013

The Industrial Psychology Masters Class of 2013 was a diverse group from all over South Africa, as well as a few students from Namibia. The course was divided into five weeks of class, one week in January, two weeks in June, and two weeks in November. From the first week of class we covered a great deal of topics in-depth and the standard was set that this year would be a year of hard work. During the course we got to know each other and see different perspective than our own. A highlight for the group was when we had numerous guest speakers that came to share their experiences that they have had. Among the guest



speakers were Mark Orpen Lyall from Allan Gray, Maarten van der Walt from Santam, Prof Willie Pienaar from Tygerberg Hospital, and Colonel Edith Jacobs from the South African Police.



The Industrial Psychology Masters Class of 2013 together with some of the lecturers (Prof Engelbrecht, Prof Theron, Dr Görgons, and Mrs Boonzaier).

Honneurs

Die beste honneursstudent van 2013 is vroeg in die jaar aangekondig by die verwelkomingsfunksie van die 2014 honneursstudente by Buena Vista Social Cafe. Die honneursprogram word gekoördineer deur Prof. Ronel du Preez. Prof. Johan Malan het die beste honneursstudent van 2013 aangekondig, Kate Swart, en haar prestasiesertifikaat aan haar oorhandig.



Personeel Sake

Helene Viljoen het hierdie jaar deelgeneem aan die jaarlikse liefdadigheidsveiling by Muratie. Die Marie Stander Kunsskool hou elke jaar 'n fondsinsameling vir kinders in die area wat minder bevoorreg is. Helene se houtskool kunstuk het onder die kategorie geval, "Wish you were here". Die kunstuk het baie goed gevaar en was hoog in aanvraag by die veiling.



News Snippets!

Students and practitioners interested in CPD points should visit CPD Well. Go directly to:

<http://www.cpdwell.co.za/>



The following candidates received their master's degrees at the December 2013 graduation ceremony.

LIEZEL BEUKES



BEUKES, L. (2013). *An investigation into the antecedents of intention and learnership performance in the agricultural sector of South Africa.* Study leader:

Prof Ronel du Preez

ABSTRACT: Learnership programs are implemented in different industries as development interventions to contribute to the skills development and, after successful completion, ultimately contribute toward the alleviation of poverty. Insight into the factors that influence learnership performance will provide direction in terms of optimising learnership performance. The purpose of the research study was to create an understanding of the factors that influence learnership performance, with a focus on intention as a key variable. The literature review culminated in the development of the partial model of learnership performance (PMLP). Due to the complexity of the model and the sample size of 95 learners, the decision was made to split the model and to test it as two separate models. The first focused on antecedents of learnership performance including age, gender, previous work experience, previous learning experience, intention and envi-

ronmental constraints. The second included the variables underlying intention namely behavioural beliefs, normative beliefs, control beliefs, attitudes, subjective norms and perceived behavioural control. A questionnaire was developed for the specific purpose of the study. A mixed method methodology (including both qualitative and quantitative data gathering methods) were employed that included individual interviews, a pilot study of the questionnaire and the administration of the final questionnaire. Data was subjected to various statistical analysis including descriptive statistics and correlation analysis. Mediating relationships were calculated by means of the Sobel test. Previous learning experience as well as intention correlated positively with learnership performance. Although the sample included more male participants, women achieved higher levels of learnership performance. Significant relationships were found between intention and the hypothesised direct variables including attitudes, subjective norms and perceived behavioural control. Behavioural beliefs and normative beliefs showed significant indirect relationship to intention. It was expected that environmental constraints would have a negative moderating impact on the relationship between intention and learnership performance; however the research results did not corroborate this hypothesis. The relationship between intention and learnership performance was strong in cases where learners experience challenging environmental factors, whereas no significant relationship between intention and learnership performance was found in the absence of environmental constraints. Recommendations were made regarding an intervention to enhance learners' intentions. Two approaches were recommended to optimise learnership performance, namely journaling activities and interactive workshops. These approaches aim to guide learners through the iden-



success in the learnership program. By consciously choosing to overcome these obstacles, learners develop an internal sense of empowerment which will enable them to take a step towards breaking the cycle of poverty.

CHARL BEZUIDENHOUT



BEZUIDENHOUT, C. (2013). *The elaboration and empirical evaluation of a partial talent management competency model.* Study leader: **Ms Marietha de Wet** and Co-Supervisor **Prof Callie Theron.**

ABSTRACT: This study stems from an urgent need to understand which factors contribute to talented employees' intention to quit, and what organisations can do to ensure the retention of such talent. Difficulties regarding the retention of talented employees have become a worldwide challenge. The retention of talented individuals has become a primary source of gaining a competitive advantage. The increased focus on talent management practices has become a wide spread phenomenon worldwide, including South Africa. History, cultural heritage, politics and the economic environment are but only a few factors that collectively now shape the nature and complexity of the South African labour market. A context, notorious and respected for its diversity and the struggles that have sprouted from it, poses formidable challenges for organisations competing in the global market. A multitude of factors, controllable and uncontrollable, con-

tribute to increased levels of employee turnover in all sectors and organisations in South Africa. Organisations and top management can position themselves, by implementing action plans and organisational structures, to identify and coordinate such controllable factors. Strategies and processes can be implemented to address the increasing challenges regarding the retention of valuable talent. The implementation of structural talent management programmes have proven to address and overcome retention challenges. The crucial role of line management in implementing and fostering a culture of talent retention has also been proven. The foundation of a talent management competency model, for the purpose of addressing and solving this issue, has been laid down. Additional research has been done in order to reevaluate and elaborate on the existing knowledge of such a competency model. This study aims to once again re-evaluate the originally proposed model as well as any extensions that may have been developed by other researchers. The primary objective of the current study consequently was to expand on the existing model as proposed by Oehley (2007) and Smuts (2011). Factors external to the organisational environment were added to the model in order to gain a more comprehensive understanding of the complexity underlying the determinants of intention to quit. Only a subset of the hypothesised intention to quit structural model was then empirically tested. In the initial model only nine of the nineteen paths were empirically corroborated. The initial reduced model was subsequently revised by deleting various paths that were found to be statistically insignificant ($p > .05$) and by adding various paths suggested by the modification indices. The final model produced exact fit. Seven of the nineteen paths in the final model were not empirically corroborated. Suggestions for future research are made by introducing additional variables that could be included into a future model.



VICTOR CHIKAMPA



CHIKAMPA, V. (2013). *The development and empirical evaluation of an affirmative development coaching competency questionnaire.* Study leader: **Prof Callie Theron**

ABSTRACT: This study aimed at developing and empirically evaluating an affirmative development coach competency questionnaire. The development and empirical evaluation of the affirmative development coach competency questionnaire forms the first phase of a larger project of developing and testing a comprehensive affirmative development coach competency model. A coaching@work competency model would help in clarifying and defining the characteristics that affirmative development coaches need to possess and what affirmative development coaches need to do and need to achieve to be successful on the job. Inequalities brought about by exclusionary policies in terms of education as well as employment that characterised South Africa before the advent of democracy meant that many members of the previously disadvantaged groups lack the necessary skills to succeed at work, especially the ability to occupy higher level positions. Theirs was the world of unskilled work. In order to rectify the injustices experienced by members of the designated groups the new post-apartheid government enacted policies and laws based on the principle of affirmative action. However the preferential hiring in favour of Blacks required by the affirmative action measures disadvantages organi-

sations and the economy because most members of the previously disadvantage groups lack the necessary job competence potential to succeed at work. Affirmative development has to play an important role in rectifying the injustices of the past. Coaching in addition has to play an important role in honing the newly developed abilities and skills. The study aimed at identifying the various coach competencies that behaviourally constitute coach success. Competencies were derived from examining the outputs that need to be achieved through the competencies. Understanding the relationships between the affirmative development coaching competencies (behaviours) and the outcomes the affirmative development coach attempts to achieve was important because the relevance of the hypothesised competencies need to be validated (logically and empirically) against the structural network of outcomes. The study identified nine outcome variables namely employee personal learning, role clarity, job satisfaction, organisational commitment, employee self-efficacy, work engagement, contextual performance, task performance and intention to quit. Seventeen coach competencies were examined in this study. The proposed partial coach competency model shows various structural paths between the coach competencies and the coach outcome variables the coach is held accountable for. The objective of the research was to develop the Chikampa Coach Competency Questionnaire (CCCQ) aimed at measuring the seventeen coach competencies and to empirically evaluate the psychometric properties of the CCCQ. The hypothesis of exact measurement model fit was rejected but the hypothesis of close fit could not be rejected ($p > .05$). The position that the CCCQ measurement model fits the data closely in the parameter was found to be a tenable position. The fit indices reflected good model fit in the sample. The measurement model parameter estimates indicated that the indicator variables represented the latent



coaching competencies satisfactorily. Discriminant validity was problematic. The seventeen latent coaching competencies as measured by the CCCQ are not clearly separate but tend to flow into each other.

DONOVAN JACO KALAMDIEN



KALAMDIEN, D.J. (2013). *The nature and prevalence of workplace bullying in the Western Cape – A South African study.* Study leader: **Ms Marietha De Wet.**

ABSTRACT: Workplace bullying as a serious psychosocial workplace problem have been a subject of immense discussion in foreign literature since the mid-1980s. In a nutshell, workplace bullying refers to instances where an employee is systematically and continually being subjected to mistreatment and victimisation in the workplace by another or several others through recurring negative harmful acts. The negative effects of workplace bullying on the victim, bystander and organisation is well documented in research literature. However, in South Africa inquiry into the phenomenon is not nearly as extensive as in the global community. As a result, the purpose of the present study was to partially address the deficiency that exists in South African workplace bullying literature. The primary aim of the present study was to investigate the nature and prevalence of workplace bullying in two distinct workplaces, the South African National Defence Force (SANDF) and Power Group, in the

Western Cape, South Africa. A quantitative non-experimental ex-post facto design is employed in the investigation. Data from both the SANDF (n=105) and Power Group (n=73) are presented (N=178). Descriptive statistics (means, standard deviations (SD), and percentages) are used to describe the total sample and the response data on different factors. The Chi-Square and F test were computed in order to test several differences between numerous variables for the total sample, SANDF, and Power Group. The results of the present study show that workplace bullying is a widespread problem in both the SANDF and Power Group. Between 30% and 50% of respondents had been bullied in their respective workplaces. The SANDF were found to have a higher reported prevalence of workplace bullying than Power Group. Victims are frequently subjected to work-related bullying on either a weekly or monthly basis for a period ranging between twelve months and two years. Significantly more men than women were reported as the perpetrator of workplace bullying. Those in leadership positions were more often reported as perpetrators of workplace bullying than colleagues/peers, subordinates, or clients. The results of the present study show no significant difference in the reported victimisation for gender, age, ethnicity, and level of responsibility. Those with a certificate or lower level of education were found to be at a higher risk of being bullied in the workplace than those with a diploma or higher level of education. In the case of Power Group, significant differences were found in the reported victimisation for levels of responsibility and levels of education. Workplace bullying is addressed more frequently at Power Group than in the SANDF, despite it being reported in both work environments. The present study found that neither the SANDF nor Power Group had a workplace bullying policy in the organisation.



JANI HOLTZKAMP (KRIEL)



HOLTZKAMP, J. (2013). *Measuring Invariance of the second edition of the Fifteen Factor Personality Questionnaire (15FQ+) over different ethnic groups in South Africa.* Study leader: **Dr Gina Görgens** and Co-Supervisor **Prof Callie Theron.**

ABSTRACT: Commercial organizations operate in a free-market economic system. The goal of commercial organizations in a free-market economic system is to utilise scarce resources at their disposal to optimally maximise their profits. To achieve this goal, the human resources function is tasked with the responsibility to acquire and maintain a competent and motivated workforce in a manner that would add value to the bottom-line. The human resource management interventions are therefore a critical tool in regulating human capital in such a manner that it optimally adds value to the business. Personality tests are used in the world of work to determine individual differences in behaviour and performance. There was recently a dispute over the effectiveness of the use of personality tests in predicting job performance, but personality is nowadays regarded as an influential causal antecedent in the prediction of job performance. From the first democratic elections held in 1994, greater demands have been placed on the cultural appropriateness of psychological testing in South Africa. The use of cross-cultural assessments in South Africa are

therefore currently very prominent. The use of psychological tests, including personality tests, is now strictly controlled by legislation, including the Employment Equity Act 55 of 1998. In order to make informed decisions, industrial psychologists and registered psychology practitioners need reliable and valid information about the personality construct which will enable them to make accurate predictions on the criterion construct. This argument provides significant justification for the primary purpose of this study, namely an equivalence and invariance study of the second edition of the Fifteen Factor Questionnaire (15FQ+) in a sample of Black, Coloured and White South Africans. Bias in psychological testing can be described as 'troublesome' factors that threaten the validity of cross-cultural comparisons across different groups e.g., ethnic groups (Van de Vijver & Leung, 1997). These factors can be caused by construct bias, method bias and/or item bias. It is therefore essential that the information provided by the test results must have the same meaning across all the various reference groups. This assumption necessitates evidence of equivalent and invariant measurements across different groups. Equivalence and invariance in this study is investigated by making use of Dunbar, Theron and Spangenberg (2011)'s proposed steps. Complete measurement invariance and full measurement equivalence is the last step and implies that the observed measurements can be compared directly between the different groups.

JESSICA PRINSLOO



PRINSLOO, J. (2013). *Modification, elaboration and empirical evaluation of the Burger Learning Potential Structural Model.* Study leader: **Prof C Theron** and Co-supervisor **Dr Gina Görgens**

ABSTRACT: South Africa's social political past that was led by the Apartheid system has deprived the majority of South Africans of the opportunity to develop and accumulate human capital. As a result, this political system has left this country with a range of challenges including; a shortage of critical skills in the marketplace, high unemployment and poverty rates, inequality in terms of income distribution, unequal racial representation in the workplace, together with other social challenges such as high crime rates, extensive poverty, horrendous living conditions and a consequent increasing dependence on social grants (Van Heerden, 2013). These challenges prohibit this country from realising its global competitive potential. Organisations are primarily affected by these struggles faced by the country, and their continuous fight with these legacies of Apartheid is especially evident when they try to comply with the two responsibilities that form part of the personnel selection function. These include their responsibility to (1) employ the "best" employee for the job to result in the production of products and services of high economic utility, and (2) to act under moral, economic, political and legal pressure to diversify their workforce (Theron, 2009). Due to South Africa's past political system, the majority previously disadvantaged individuals have underdeveloped job competency potential which currently prohibits them from succeeding in the world of work. Consequently, if organisations try to comply with their first responsibility, the process of selecting the "best" employee results in adverse impact. If organisations comply with their second responsibility through traditional affirmative action measures, they allow incompetent employees to be appointed. The incompe-

tence is not due to one race having fundamentally less competency potential than another. It is because South Africa's intellectual capital is not, and has not been uniformly developed and distributed across races (Burger, 2012). This current situation faced by organisations should be dealt with for three important reasons. Firstly, a solution could improve the global competitiveness of this country. Secondly, a solution could contribute to solving the social challenges faced by this country, and lastly, not only because the situation could possibly become precarious, but simple because it is the right thing to do. It is not implied that affirmative action should be abolished. This study rather suggests that the interpretation of affirmative action should change and the focus of this corrective policy should shift to a more developmental approach. This entails that more emphasis should be placed on providing the previously disadvantaged with the necessary training and development to foster the needed competency potential to succeed in the world of work. However, resources for these developmental opportunities are scarce, and as a result, a need exist to identify a method that could identify individuals who will gain maximum benefit from these suggested affirmative development opportunities. Consequently, a need exist to identify individuals who display the highest potential to learn and to create the conditions conducive for learners with high learning potential to actualise that potential. In order to successfully identify the individuals who display a high level of learning potential and to create the personal and environmental characteristics that have to be present to facilitate successful learning, the learning potential construct must be understood. De Goede (2007), Burger (2012), and Van Heerden (2013) have completed research studies on this specific construct, and to assist in the understanding of the complexity of this construct, it made more empirical sense to



build on existing structural models. This should result in the production of a more complete understanding of learning and the determinants of learning performance. The objective of this study was therefore to modify and elaborate the Burger (2012) learning potential structural model by expanding the model with the inclusion of additional non-cognitive variables. The proposed hypothesised learning potential structural model was empirically evaluated. The measurement model achieved good close fit. However, the first analysis of the structural model only obtained reasonable model fit. After the consideration of the full range of fit indices, standardised residuals, modification indices and parameter estimates, a few modifications were made to the model. The final revised structural model achieved good fit. All of the paths in the final model were empirically corroborated. The limitations of the research methodology, the practical implications of this study, and recommendations for future research are also discussed.

DIEDERICK BERNARD SWART



SWART, D.B. (2013). *The Development of an Innovation Leadership Questionnaire.* Study leader: **Prof Johan Malan**

ABSTRACT: The ability of organisations to be successful in the current global business environment will ultimately be dependent on their ability to be innovative. However, creativity and innovation will not take place spontaneously in any team setting and will be

the result of meticulous planning and implementation efforts on the part of the team's members. The current global business environment is characterised by constant change and this makes leadership more important than ever before as leaders are considered the drivers of change and ultimately responsible for organisational success. Leaders within organisational team settings have an essential role to fulfil in stimulating and facilitating innovative behaviour in their subordinates. The fact that some leaders manage to successfully stimulate and facilitate innovative behaviour in their subordinates, while others fail to do so, might well be contributed by some to a number of simplistic variables— but this is not the case. The fact that some leaders manage to successfully stimulate and facilitate innovative behaviour in their subordinates can be attributed to the fact that these leaders possess specific competencies based on different sets of knowledge, skills and attitudes. The innovation process consists of four distinct phases (idea generation, idea screening, feasibility and commercialisation) and innovative outcomes for a team will only result if team members successfully progress through each of these four phases. The reality, however, is that the innovation process itself is filled with challenges that will need to be overcome by team members if innovation is to flourish. Accordingly leaders should apply specific sets of knowledge, skills and attitudes during each of the phases in the innovation process to help guide subordinates successfully through the innovation process. It should hence be clear that being aware of the specific leadership competencies that will stimulate and facilitate innovative behaviour in subordinates will be of immense value to any organisation who wishes to act more innovatively. The primary purpose of this study was consequently to design a psychological measurement instrument that would provide a measure of the specific competencies leaders should possess to stimulate and facilitate



innovative behaviour in subordinates. This instrument would enable management to customise training and development programmes to meet the specific needs of leaders and hence develop the necessary knowledge, skills and attitudes on their part. A pilot study was conducted with the experimental version of the ILQ to obtain information regarding the psychometric properties of the instrument. Results obtained from the pilot study provided evidence that the ILQ instrument possesses high levels of internal reliability and satisfactory levels of concurrent validity. It can therefore be claimed that the ILQ instrument would serve as a valuable diagnostic tool for organisations who wish to improve their innovative capabilities.

AMANDA LAMBRECHTS VAN ZYL



LAMBRECHTS VAN ZYL, A. (2013). *The role of personalistic variables in the experience of work-life interaction and its effect on employee work engagement.* Study leader: **Prof Johan Malan.**

ABSTRACT: Employee engagement has become imperative for the long term sustainability and performance of organisations. In the current study, work-life interaction was hypothesized to have a direct effect on employee work engagement. Work-life balance, as a facet of work-life interaction, was defined in this study as having enough time to fulfil activities in both work and family contexts; maintaining a sense of equilibrium or harmony in life, having equal or

balanced involvement, effort and time spent on various roles; as well as a balance between demands and resources in a person's life, achieving a state of satisfaction in both employment and personal roles (De Cieri, Holmes, Abbott & Pettit, 2005; Hudson, 2005). Work-life balance has positive consequences for the employee in the form of higher levels of satisfaction and commitment, and improved personal health and wellbeing. For the organisation it is associated with improved recruitment and retention, improved employee productivity and performance, improved organisational performance and profitability, and increased work engagement. In the current study the overarching concept of work-life interaction was utilised to guide the empirical research. The study was motivated by the intention to clarify the antecedents of work-life interaction in a particular work environment in order to inform efforts aimed at promoting positive work-life interaction. Personalistic traits were anticipated to influence the relationship between organisational variables and work-life interaction. A literature review has led to a theoretical model to be utilised in investigating the determinants of work-life interaction and whether the nature of work-life interaction experienced enhances employee work engagement. The aim of the study was to determine whether a negative relationship exists between role conflict, work demands and work-life interaction and a positive relationship exists between work-family culture and work-life interaction. The research further aimed to establish whether specific personalistic variables such as conscientiousness, neuroticism, agreeableness, negative affectivity, positive affectivity and emotional intelligence influence the relationships between the organisational variables and work-life interaction. The observed inter-correlations show that the organisational variables are weakly to moderately correlated with most of the work-life dimensions. The results



confirmed that there are negative correlations between role conflict, work demand and the positive forms of work-life interaction, and positive correlations between these two variables and the negative forms of work-life interaction. In contrast, work-home culture is positively related to the positive forms of work-life interaction, and negatively to the negative forms of work-life interaction. The moderated regression analyses found that only neuroticism and agreeableness had significant moderating effects on the relationship between work demand and work-life interaction, whilst a greater number of mediating effects were observed. An overview of the multiple regression analyses with the work-home interaction dimensions as dependent variables, found a significant difference between the amount of variance explained by the organisational variables and the additional variance explained by the personalistic variables in two analyses pertaining to positive work-home interaction and positive home-work interaction. The study has confirmed the role of organisational variables in the experience of work-life interaction and the positive role of the work-home culture of the organisation has been highlighted. The results provided limited support for the role of personalistic variables as moderators and more substantial support for its role as mediators of work-life interaction. The impact of positive affectivity was especially noticeable. The results further indicated that work engagement was significantly positively correlated with positive work-home interaction, negatively correlated with negative work-home interaction, and positively correlated with positive home-work interaction. These findings provide additional motivation to include selected personalistic variables in the selection process so that the likelihood of work engagement could be optimised through increased work-life balance. It further suggests focusing the attention of employees suffering

from negative work-life interaction on their personal processing of the challenges experienced and their coping strategies. The results indicated that the conceptualised theoretical model was seriously flawed and too simplistic and that it required serious reconsidering.

LIAM VAN ZYL



VAN ZYL, L.T. (2013). *Toward the development of a Corporate Social Responsibility Leadership Questionnaire.* Study leader: **Prof Ronel du Preez.**

ABSTRACT: In recent years, organisations in South Africa and around the world have started to realise that they have responsibilities towards the environment and communities they operate in, and that their responsibilities stretch further than just making profits for their shareholders. This growing awareness amongst organisations resulted in the concept of corporate social responsibility (CSR) to escalate in importance and significance (Carroll & Shabana, 2010). The organisations' social responsibilities entail more than merely philanthropic activities in that the "social responsibility of business encompasses the economic, legal, ethical, and discretionary (voluntary) expectations that society has of organisations at a given point in time" (Carroll & Shabana, 2010, p. 89). Apart from



being a powerful and positive force for social change, organisations can also reap multi-faceted business returns from their CSR endeavours. Large organisations that have specific positions or departments that coordinates the various components of their CSR initiatives needs competent CSR leaders who can act as champions and drive CSR initiatives in their respective organisations. The purpose of this study was to identify the behaviours/competencies necessary to be an effective CSR leader and to develop a CSR leadership measurement instrument that could be used to assess CSR leadership competencies amongst CSR leaders of South African organisations. An ex post facto research design that included both qualitative and quantitative phases was used. A three-phase scale development process based on the work of Netemeyer, Bearden and Sharma (2003) was followed to develop the CSR leadership measurement instrument. Phase 1 (construct definition and domain specification) entailed a literature review, expert judging, as well as the identification of CSR leadership behaviours/competencies. The Leadership Behaviour Inventory (LBI-2) (Spangenberg & Theron, 2010; 2011) was identified to form the basis of the CSR-LQ. In-depth interviews with five CSR leaders were held and they judged the applicability of the 20 dimensions of the LBI-2 for CSR leadership. Additional CSR leader behaviours and competencies were identified through the use of the Critical Incident Technique (CIT). Phase 2 (generation and judging of measurement items) included a process of item generation and expert judgement of measurement items. The revised LBI-2 items, together with new items were compiled in a questionnaire. A 5 point Likert-type scale (1=not at all important to 5=absolutely critical) was used to judge the importance of the CSR-LQ items. A further sample of CSR leaders (n=13) served as expert judges to indicate the applicability and relevancy of the CSR-LQ items. Pur-

posive sampling together with snowball sampling was used to generate the sample. Phase 3 (finalisation of the measurement instrument) entailed finalising the CSR-LQ prior to empirical testing. The study resulted in the identification of CSR leadership competencies and the development of a CSR leadership measurement instrument. It is however too early to draw conclusions from this study, and it is hoped that future researchers will build on this study and develop a comprehensive CSR leadership competency model that could be used to identify and develop successful CSR leaders that will contribute to the CSR objectives of their respective organisations and add to the future development of the country.

**Whatever the mind of man
can conceive and believe, it
can achieve.**

- Napoleon Hill

Until next time...

