UNIVERSITY
OF
JOHANNESBURG

DEPARTMENT OF
INDUSTRIAL PSYCHOLOGY
AND PEOPLE MANAGEMENT

IMPACT

The Future
Reimagined

Editor's note

By Freddie Crous

The Department of Industrial Psychology and People Management is the proud owner of two accredited journals – the *South African Journal of Industrial Psychology* (SAJIP) and the *South African Journal of Human Resource Management* (SAJHRM). For more information about SAJIP and SAJHRM, please visit their respective websites at **www.sajip.co.za** and **www.sajhrm.co.za.**

As is the case with any other academic journal, the aim of their editorial boards is to increase their impact factor, since journals with higher impact factors are regarded as more important. A number of criticisms have been raised against the use of this metric. One of the unintended consequences of this rating practice for journals is their limiting measurement of what constitutes 'impact' in the academic sphere – in reality, numerous other factors play a role. The purpose of this publication is therefore to present a broader conception of impact, as it played out in our department last year.

A visit to the Ben-Gurion University in Beer Sheva, Israel

By Claude-Hélène Mayer

In March 2019, Professor Orna Braun-Lewensohn, an international expert on salutogenesis, culture and conflict resolution at the Ben-Gurion University of the Negev in Beer Sheva, Israel, invited me to attend an international workshop on "Arts-based methods to access salutogenic coping of marginalized populations". The workshop, held from 18 to 20 March 2019, was sponsored by the Israeli Science Foundation, and selected experts from all over the world were invited to speak to the topic.

In the name of the University of Johannesburg, I presented a paper on "Exploring salutogenesis and creativity in the life of extraordinary individuals through psychobiography," focusing on how psychobiographical research – which is defined as an arts-based scientific method – can contribute to developing the concepts of salutogenesis and creativity on theoretical and practical levels.

The workshop consisted of paper presentations, in-depth discussions and discourses, informal get-togethers, as well as learning about Israeli cultures and developments. One part of the workshop was to visit a Bedouin village in the desert and to have political discourses about coping, marginalisation, women and culture with community members of minority groups within Israel.

The workshop and my visit to Israel had a strong impact on me both personally and professionally.

At a personal level, the visit had a major impact on me. First, it was an eye opener to be exposed to contemporary global discourses on salutogenesis and coping that included the perspectives of experts from all over the world. I became especially intrigued by the combination of salutogenesis and arts therapy and arts in general, and when we discussed salutogenic and arts-based impacts on cognitive, emotional and behavioural levels, my attention was drawn to new details and aspects which I aim to explore more deeply in future.

> "All journeys have secret destinations of which the traveller is unaware."
>
> Martin Buber

However, the workshop was also very impactful for me personally in terms of realising and gaining consciousness on socio-political, religious and cultural discourses in Israel itself, experiencing the heterogenic views from and on the society.

Finally, the discourses in Israel contributed to my personal growth and self-development in terms of my cultural and spiritual origin, as a German citizen visiting Israel. To a certain degree it helped me to reconcile my intra-personal collective feelings of shame and guilt related to my cultural origin, German-Jewish history, and contemporary developments in German-Israeli (political) relationships.

It also had a strong impact on my spiritual identity, since Israel as "the holy land" for people of different religions, made me feel at home spiritually, in a place where spirituality is vivid beyond religion. In short, it was a transreligious, spiritual, in-depth experience.

At a professional level, this invitation had a huge impact as well: I met Orna for the first time in person. Although we have worked together previously, mainly online, this was a very special experience for me. Orna's kindness, openness and care towards the participants was outstanding. But not only that: as participants we could experience women's leadership in practice! The workshop was prepared very well, and the atmosphere was extremely collegial, friendly and inspirational.

I also met Professor Gila Chen, an expert in women's studies and criminology in Israel, and through her I was introduced to concepts of positive criminology and victimology, which reconnected me with my professional background in crime sciences, intelligence and investigation.

The exchange with Gila inspired me on two levels: First, it inspired me to read up on her topics and write a chapter on "Love and Crime" from a positive victimology perspective in a book which will be published by Springer International in 2020 and which I am editing at the moment together with Elisabeth Vanderheiden, called *Handbook on Love in Cultural and Transcultural Contexts.*

Second, I suggested to Orna and Gila that we should combine our interests, knowledge and expertise to drive an international project. Since April last year, the three

Bench in Tel Aviv, March 2019

Claude-Hélène Mayer and Orna Braun-Lewensohn, March 2019

of us have been in the process of preparing this project, called: "Empowering marginalized women – a salutogenic approach across cultures". In this project we are focusing on women from marginalised groups entering leadership in a country-comparative study, taking women in Israel, Germany and South Africa into perspective. We are still in the process of developing this project in detail, and aim to apply for international funding towards the end of the year. The discussions we lead around this project are very

transcultural, powerful, stimulating and inspiring.

I am very grateful for the invitation to this international expert workshop and for the opportunity to represent the Department of Industrial Psychology and People Management in Israel, since it had and still has a major impact on my personal and professional growth and development, as well as on my activities within the department during this year and in future.

> "I suggested we should combine our interests, knowledge and expertise to drive an international project."

Workshop participants in Israel, 18-20 March 2019

The impact of plagiarism on the academic pursuit

By Adèle Thomas

My involvement in academic ethics over the years has brought me face to face with the ugly side of academia – student cheating, and specifically, plagiarism. This phenomenon is not only encountered in South African universities. Worldwide, student plagiarism is a growing concern.[1]

Plagiarism can include copying of text – verbatim or nearly verbatim[2], using words, ideas and data without acknowledgment[3], implying that the intellectual product of another is original[4], or citing work in a misleading way which can be intentional or unintentional. In its original Greek form, the word 'plagiarism' referred to something being kidnapped from its rightful owner.

While student plagiarism has commanded much research attention more recently, and largely ushered in through the work of Honig and Bedi[5] who published in the prestigious Academy of Management Learning and Education, attention has focused on faculty who plagiarise. In the 279 papers submitted to the 2009 Academy of Management conference, examined by Honig and Bedi, it was found that 25% contained some degree of plagiarism with over 13% evidencing what these authors considered to be significant plagiarism.

This study led a colleague and me to explore the extent of plagiarism in 371 articles that had been published in 19 South African management journals[6]. We found that 21.3% evidenced excessive plagiarism.

Notwithstanding calls from the Department of Higher Education and Training for Universities to heed submitting only original publications for subsidy purposes, the situation deteriorated. This year, five years later, in a follow-up study[7] of 454 articles published in 2016 in the same 19 management journals, I found that the incidence of low to moderate plagiarism had decreased, while excessive plagiarism of over 25% of similarity with already published material had increased to 32.5%. The difference from the earlier study is significant.

Findings in both these studies indicate that those who committed plagiarism spanned all South African academic institutions and that the plagiarism was evident in all 19 journals studied. In addition, subsidies paid to universities by the Department of Higher Education and Training for publications that were substantially unoriginal were

estimated to have risen from R7-million to R9.8-million (work that evidenced over 25% similarity to already published material) five years later.

The mandate of universities is to develop knowledge by graduating thought leaders who can go on to make a difference in society[8]. Students, guided by transformative intellectuals, should affect the world for greater good. However, barely a day passes that we are not assaulted by the exposés of corporate transgressions in private and public organisations.

The Zondo Commission, set up to probe state capture, has detailed the variety of crimes, unethical practices and corporate governance transgressions committed, not by stupid people, but by many of those who have graduated from the hallowed halls of academia and who bear our degrees and diplomas.

So the questions need to be asked: Does the university bear some responsibility here, and how is it executing its mandate to spread new knowledge in society and deliver knowledgeable students who are good citizens and who promote societal transformation in all its facets? [9]

In the face of the collapse of Enron in the United States in 2001, universities and their business schools were quick to introduce courses on business ethics and corporate governance. Unfortunately, many of these courses were stand-alone and seen as being separate from the real business of business. More progressive and enlightened institutions integrate ethics and corporate governance into the mainstream of academic courses so that a loud message is sent to students that ethics and governance permeates all forms of business.

Some would argue that by the time students reach universities their moral codes and ethical sensitivity are already deeply embedded in their psyches. However, an alternative view, supported by a sound literature base, suggests that education can shape moral behaviour in some students as they are exposed to ethical dilemmas with which they must grapple during the course of their studies.[9]

While the university must present opportunity and the environment for students to engage in moral debates and introspect on their ethical challenges as future leaders, universities have the responsibility to role model ethical behaviour. This role modelling emanates from

an organisational culture that embraces diversity and inclusivity, that exposes students to a range of thought and philosophies, and where faculty, themselves, are the shining examples of members of society who contribute to making society a better place.

It is in this context that one has to query how faculty, who, themselves plagiarise, provide such role modelling for students. It is inconceivable that a professor who has plagiarised would take student plagiarism seriously, and the link has been shown between student cheating and the lack of seriousness with which faculty take such cheating.[10]

The impact of student plagiarism is that much of the research students undertake becomes incorporated into the academic output of faculty in the form of published articles. This, together with plagiarism by faculty themselves, suggests that new and innovative knowledge is not being shared with society. Of course, this then calls into question the value of research that is generated.

The impact of student plagiarism not being seriously addressed at universities results in graduates who carry through cheating and unethical behaviour into the

workplace. The impact of academics who cheat goes to the heart of the academic project and erodes the culture of learning and progress in those institutions that are charged with contributing to societal good.

In summary, universities can influence the moral development of students and graduate students who make a difference in society. Much of this instruction occurs not in the classroom per se, but in the role modelling by faculty. The challenge to universities is to develop institutional cultures that reward faculty for playing meaningful roles in the lives of students and who, through their role modelling, contribute to the development of future leaders of society.

"Universities have the responsibility to role model ethical behaviour."

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The impact of a visit to China on me

By Riani van der Westhuizen

While I was doing my third year of B.Com Industrial Psychology, I was presented with an opportunity to accompany four other UJ students and three lecturers to a Fourth Industrial Revolution (4IR) Symposium in Shandong, China.

In my third year, I had to research 4IR for my final oral examination in Business Communication, and it opened my eyes to the huge impact this development has had on the world, not only in the technology industry, but in all the industries there could possibly be, and I became interested in how 4IR was affecting people within industries, specifically how individuals' emotional intelligence (EQ) affected their attitudes to 4IR changes.

During my research I found that when an individual's EQ is low, they often struggle to adapt to big changes and don't always know how to control their emotions when faced with the fear and uncertainty that accompanies change. Perhaps if these individuals had training on how to control and manage these emotions, they might have a better reaction to these changes. My presentation caught the eye of my lecturer and I was chosen to accompany UJ to China in March 2019.

While we were presenting our work at the Symposium in China at the Shandong Normal University, I heard a lot of different opinions on 4IR. I also spoke to many of the Chinese students at the university about what it was like living and working in China, and their insights had a great impact on me in terms of my future career.

I have become intrigued with the changes 4IR brings, how it affects the workforce, and how I could possibly help industries have a smoother transition into this era of technology. The Chinese world of work is very different to South Africa's: for example, the majority of the workforce in China is young, yet they also focus on providing work for older generations.

There are many improvements that can be made in South African industries which will help to improve the working lives of thousands, if not millions, of working South Africans. A possible improvement could be the implementation of working programmes for older generations, as not everyone in South Africa possesses the privilege of retiring comfortably, without having to stress about their financial situations. More often than not, retired individuals have to keep working in order to survive, but are not employed by companies and thus have to find alternate means of income.

With these new programmes implemented for the elderly they would have better opportunities to continue earning money. Although I am only one person, I am motivated to help make a positive change in the lives of our working South Africans moving into 4IR.

Taking a break at the Fourth Industrial Revolution (4IR) Symposium in Shandong, China.

Making friends in China

Riani van der Westhuizen

The impact of Appreciative Inquiry on my life and my work

By Freddie Crous

Adapted from an article, published in *The Appreciative Inquiry Practioner*, February 2019.

In my mid-thirties I was diagnosed with chronic renal failure. From an objective point of view, my future looked bleak; subjectively, though, I refused to frame my future as such. Confronted with a life-threatening disease, I became intensely appreciative of life itself and utterly grateful to be alive.

For eight months I had to undergo dialysis three times a week for four hours a session, but perplexingly never experienced any fear or other negative feelings. Rather, I was comforted by a warm, uplifting feeling in my chest (probably caused by an activated vagus nerve) that provided me with a sense of well-being until the day my younger brother, Dawie, was able to donate me a kidney. With a healthy and well-functioning kidney once more, I was able to live a normal life. The warm feeling in my chest, however, disappeared, and sadly, so did my zest for life.

Three years later I was diagnosed with cancer of the stomach, a side-effect of the immune suppressants I have to take to prevent my body rejecting my brother's kidney (our tissue is only 50% compatible). I managed to survive the cancer, but undertook to never take life for granted again and to consciously embrace it in an appreciative manner.

This was easier said than done, especially because the dominant theory of industrial psychology I was exposed to compelled me to problematise and sometimes even pathologise the individuals, groups and organisations I had to work with, especially in the domain of organisational development and change. In desperation in 2000 I went to the International Congress of Psychology in Stockholm, which 6000 psychologists attended, with the sole intention of finding an alternative approach that would allow me to engage with my discipline and profession in a positive way.

At the congress I attended Ken Gergen's keynote address on social constructionism. Afterwards I asked him about its application in the workplace. When he uttered the words 'Appreciative Inquiry', something in me changed. I intuitively sensed that I had discovered an idea that resonated with me on a deep level.

Back home in Johannesburg, I immediately contacted David Cooperrider, Professor at Case Western Reserve University and originator of this positive approach to change and development, who invited me to go and do his course, which I did. I was amazed to learn from David that Appreciative Inquiry had been introduced to South Africans at a place called Wilgespruit, west of Johannesburg. I couldn't believe my ears, because I grew up on a farm next to Wilgespruit. My father was a friend of the priest in charge of Wilgespruit: Dave White, a well-known anti-apartheid activist.

At his centre, Appreciative Inquiry was implemented as a method to facilitate positive change in South Africa. Dave's daughter, Anastasia, had completed her PhD dissertation under David's supervision at Case, and she and I co-chaired the 2015 World Appreciative Inquiry Conference at the Kingsway Campus of the University of Johannesburg.

For the master's curriculum in Industrial Psychology at the University of Johannesburg, I introduced Appreciative Inquiry as a dialogic approach to be added to the traditional diagnostic approach to Organisational Development and Change and soon was approached by other South African universities to run Appreciative Inquiry workshops.

I was asked to introduce an extra-curricular certificate in Appreciative Inquiry at the University of South Africa and to present Appreciative Inquiry as part of two Master's Degrees in Applied Positive Psychology (MAPP) programmes for North West University.

Nowadays, Appreciative Inquiry is well-known within business schools, human resource management and industrial/organisational psychology departments. Moreover, with the explosion of the Positive Psychology movement, Appreciative Inquiry has been given exposure within Positive Psychology modules taught at a number of South African universities.

When I started to offer Appreciative Inquiry to clients as a positive alternative to Organisational Development and Change early in the 2000s they were sceptical, but this is not the case anymore. Appreciative Inquiry has been adopted by a number of both internal and external consultants for positive organisational development and change purposes in organisations within both the private and public sectors of South Africa. This is also the case with NGOs.

I differentiate myself when facilitating an Appreciative Inquiry, whatever the development or change agenda may be, by incorporating relevant or new ideas and findings from Positive Psychology and related fields. Because of my background as an industrial psychologist, I sometimes include strength-based assessments in the Appreciative Inquiry process. My two most recent publications on the application of Appreciative Inquiry are on appreciative leadership (2016) and with Chantelle de Chalain (2016) on Appreciative Inquiry coaching in a multicultural context.

As a teaching approach, Appreciative Inquiry enables me to practise invitational education, meaning it provides me with the means to intentionally invite my students to participate in becoming successful in making sense of and discovering the essence of subject matter, and to design for its application. I find Appreciative Inquiry ideal for teaching positive subjects such as Organisational Wellness, Positive Organisational Scholarship/Positive Organisational Behaviour/Positive Industrial and Organisational Psychology.

Subsequent to recent student protests on South African campuses, academics have been challenged to decolonise the curriculum. For me, Appreciative Inquiry has become instrumental as a responsible approach, providing for students to express their own voice. They are challenged to propose affirmative topics related to transformation which are then collaboratively explored by means of an Appreciative Inquiry 5D Cycle of Define, Discover, Dream, Design, and Destiny.

As a research method, Appreciative Inquiry is fundamentally participant-focused, encouraging optimal collaboration in the generation of new knowledge, but also legitimising me, the researcher, to interact with the research participants, which makes the research process meaningful on a personal level. I recently supervised two valuation studies (Dey, 2018; Ceronio, 2018) of accelerated mentorship programmes for academics from previously disadvantaged groups for which Appreciative Inquiry was used and, once again, became aware of the rich data produced by committed participants I was able to connect with in a meaningful way.

Two PhD students I supervised, Ann Carvalho (2016) and Elana Siew (2016) incorporated Appreciative Inquiry in a multi-method research design for the study of women leaders' career progression and psychological flourishing in academic work life, respectively.

As head of the Department of Industrial Psychology and People Management at the University of Johannesburg I find Appreciative Inquiry invaluable as a people management and leadership approach. The department is relatively large and complex, with three academic programmes in Human Resource Management, Industrial Psychology and Leadership, with 50 staff members. I make use of Appreciative Inquiry to keep us connected and engaged; I have made use of a SOAR analysis, based on the Appreciative Inquiry method, for the strategic sessions we undertook. For performance management I engage appreciatively with my colleagues by making an effort to discover and amplify their strengths.

Working with communities, I apply Appreciative Inquiry for humanitarian purposes. More than a year ago I facilitated an Appreciative Inquiry for people living with albinism. A student of mine, Karen Kessy (2018), used the data for her master's research. She wrote about the outcome of the Appreciative Inquiry: "The developmental intervention enabled participants to discover and appreciate their inherent and collective strengths, envision a brighter future for themselves, formulate a provocative proposition about their condition, design an architecture for bringing to life their aspirations as people living with albinism, and take action towards the enactment of their positive vision" (p. v).

This particular Appreciative Inquiry, part of a larger research project, was inspired by Justin Dingwall's work below, titled 'Ubuntu', an African term loosely translated as 'I am because we are'.

Archbishop Desmond Tutu (2010, p. 8) is of the opinion that *ubuntu* refers to "the first law of our being, which is that we are set in a delicate network of interdependence with our fellow human beings and with the rest of creation. *Ubuntu* is the essence of being human. It speaks of the fact that my humanity is caught up and is inextricably bound up in yours. I am human because I belong to the whole, to the community, to the nation, to the earth. *Ubuntu* is to know that you are bound up with others in the bundle of life. In our fragile and crowded world we can survive only together." Whenever I facilitate an Appreciative Inquiry, I am aware that because of the process's relational nature it provides the participants with an opportunity to experience their relatedness when co-creating a common future and, as such, provides them with the opportunity to give expression to *ubuntu*.

An Appreciative Inquiry that affected me most profoundly was one I facilitated for a traumatised village in South Africa's Southern Cape, after a murder was committed. Both the victim and the perpetrator came from the same community. This picture, of an interview in pairs during the Discovery phase, captures how race, gender and age were transcended for the purpose of community restoration and renewal.

The indigenous people of Southern Africa have, since ancient time, gathered in a circle when they wanted to share stories, have conversations, address communal matters, or heal their community. Every time I facilitate or partake in an Appreciative Inquiry and have a conversation or share a story, I am mindful that I am enacting a positive process that is as old as humanity itself.
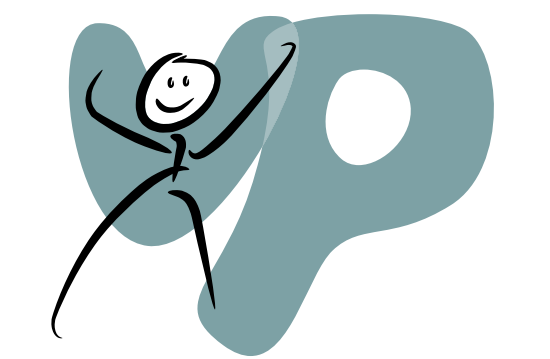
I developed and copyrighted a visual identity for positivity/wellbeing, consisting of a neotenic (i.e. youthful) figure superimposed on the word UP (up is a basic metaphor for positivity) which I use for the "branding" of positivity/wellbeing in organisations and communities by means of an Appreciative Inquiry.

I have found that this protocol is especially effective when working with multicultural groups. South Africa has 11 official languages, and because this positivity/wellbeing 'logo' is embodied, all cultural groups are able to relate to it. I emphasise that this logo is a reminder that the human race originated as a species on the African continent (the Latin for rising [up] is 'oriri') and that Appreciative Inquiry is an idea technology particularly suited for the continued process of origination – rising up physically, emotionally, socially, and culturally for the common good.

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A personal reflection of learnings taken from the Khoisan and Ovahimba

By Innocenthia Mogotsi

As a child raised in the eastern villages of the Kalahari in Namibia, I had the privilege of learning and experiencing the lifestyles and social principles of one of Namibia's indigenous groups of people: the Khoisan.

The family that helped raise me on my grandmother's farm were a mixture of Ju/'Hoansi and Nama. Given that the head of the family unit was Ju/'Hoansi, Ju/'Hoansi principles were used to run the family. However, most members of the unit spoke Nama, as that was the common Khoikhoi language in the area.

Having spent most of my day in their care and playing with their children, I picked up Ju/'Hoansi principles and was able to speak the Nama language fluently as a child. Having lost touch with that way of life, I have since lost my command of the language, and have made deliberate efforts to re-learn a language I grew up speaking. However, the Ju/'Hoansi teachings and perspectives about life remain.

I recall sitting in a private school during a Social Studies class where we were taught about taking care of the environment; how the cutting down of trees for firewood and building were depleting the vegetation and leading to deforestation. We were taught that we needed to come up with ways to take care of Nature.

When I heard this, I was confused, because I thought of how the average house in my village was built of natural material and the fact that I knew only one household that would occasionally prepare their food on a gas stove. I felt guilty that my entire village, by virtue of its mere existence, was guilty of harming the environment. The teachings I received at school, however, differed from the teachings I received in the village.

The western teaching of 'taking care' of the environment and sustainability carry connotations of the environment as a vulnerable and inferior entity that needs human saving. The irony is in that we are actually not preserving Nature, as she will continue to exist in all her forms. Be it the Amazon jungle or the Kalahari desert, still she lives. It is we who cannot survive in all her forms. Hence, it is actually our ability to survive in Nature that we are preserving, and not Nature herself.

The Ju/'Hoansi teaching was not to take care of Nature, but to respect Nature, as she is a preserver of life. This implies that Nature is superior to us. This perspective therefore elicits different behaviour towards Nature, as well as a different type of relationship with her.

I believe that this respectful relationship with Nature is what makes it close to impossible for a Khoisan member to conceptualise the notion of owning and immensely manipulating the elements of Nature for human benefit. Instead, it is we who must yield and adapt to her ways, which is the only way that we survive her inevitable changes. Moreover, we must perpetually remain guided by Nature to understand where we should be, how long we should be in a particular location, what we may derive from Nature, and when we should move on.

Thinking of life in respect to the Ju/'Hoansi world view helps me to understand why semi-nomadic groups may have developed enhanced mental flexibility[1]. This may be as a result of continuously understanding Nature, and adapting and conforming to her ways.

Modern societies that do not adapt their ways to Nature, seem to be affected the most when things unexpectedly

> Thinking of life in respect to the Ju/'Hoansi world view helps me to understand why semi-nomadic groups may have developed enhanced mental flexibility. This may be as a result of continuously understanding Nature, and adapting and conforming to her ways.

change in the form of heatwaves, floods, droughts, etc. Modern societies have developed a proclivity to manipulate parts of Nature to fit their schedules and to maintain their comfort, i.e., we control water bodies and build manmade dams, we have managed to grow food outside its natural season and have even managed to come up with social systems that allow individuals to ostentatiously own elements of Nature such as land.

However, when Nature takes an unexpected turn, the people who haven't learnt to adjust to her ways are the most negatively affected. For example, when there is a flood in an area, school and work schedules are interrupted, governments are disgruntled as roads are destroyed and the livelihoods of farmers are jeopardised as their crops are destroyed.

However, marginalised groups who do not comply with the disposition of the modern way of life (comprising primarily of school or work schedules) are not adversely affected by Nature's changes. Nor are they perturbed by the disappointment of failed crops. Instead, they welcome the change diet brought about by the event, such as frogs, or new vegetation, for example.

Since they are also not socially or economically tied to the land, should the environment be deemed inhabitable, they simply move to more habitable lands. It is one event, yet its experience may vary depending on how one relates to Nature.

A great principle I have learnt from the Ovahimba tribe of Namibia is the notion of understanding ourselves and our social systems and zealously guarding that which works for us. The semi-nomadic northern Namibian tribe have managed to guard their way of life to date.

Despite aggressive government interventions, most Ovahimba still opt not to expose their children to western education. This is not a decision derived from ignorance, but mainly because it does not work for their social system and they currently have an existing education system that works for them. The benefits of their own system outweigh the perceived benefits of formal education.

From a young age, young boys are taught how to take care of their father's cattle. They are further told they have to grow the herd to a particular number. Should they manage to grow the herd, they may take from the surplus cattle to start their own home and be a valuable member of society.

However, if the same boy is to go through formal education, he has duties as a boy child in the community which he will not be able to do while he is at school. In most cases, Ovahimba parents are unable to support their children, so mostly they either drop out of school or fail a grade. Because this child has not learnt the Himba way of life, he becomes a liability to the tribe and also a liability to modern society, as he is without an employable skill. For this reason some Ovahimba refuse to send their children to school.

I believe Africa suffers because she has failed to guard her identity, her languages and way of being, so much so that it is close to impossible to even imagine what an African business looks like, yet we are able to imagine Chinese, American and German corporations. This is partly because they have kept their identity and developed themselves in ways that work for them, just like the Ovahimba currently opt to develop in their own way, a way that works for them.

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SIOPSA coaches visiting IPPM students and academics on the lawn of the Auckland Park Kingsway Campus.

The South African Career Interest Inventory: Theoretical and Practical Impact

By Brandon Morgan and Stephan Rabie

There is no doubt about the importance of career counselling for adolescents and adults making career related decisions.[1,2] This is especially true given the rapid changes associated with the Fourth Industrial Revolution taking place in the world of work.[3]

Career counsellors usually use a combination of qualitative and quantitative approaches in career counselling.[4] This might include, for example, the application of the life-design, narrative, and/or systems theory frameworks integrated with measurement of individual difference variables.

There is much to be gained from using the unique elements and intersection of these two broad approaches in career counselling.[4] In this article we focus on the measurement of career interests as one type of individual difference variables. Career interests reflect preferences for activities and work/educational contexts.[5]

There are many different types of interests, depending on the level of measurement abstraction. John Holland[6] proposed that there are six broad interest types that capture the interest space. These are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Many career interest inventories measure these six interest types directly or indirectly through a combination of more fine-grained interests. Holland's interest types therefore often feature in career counselling.

Morgan[7] recently developed the South African Career Interest Inventory (SACII) to measure and operationalise Holland's six interest types in the South African context. Morgan and colleagues have found promising reliability and validity evidence for the SACII scale scores.

A limitation of the SACII is that it was only available in English. To improve test fairness Rabie[8] translated the SACII into isiXhosa and Afrikaans. He found some support for the reliability and validity of the three different language versions of the SACII when used to measure the career interests of adolescents. To further promote test fairness Mageza is setting out to translate the SACII items to Xitsonga and isiZulu.

The SACII has formed part of several research projects. Mashadza[9] found that general work stress is inversely related to working in an environment that matches one's interests. She also found promising evidence for the reliability and validity of the SACII in Botswana. Teye-Kwadjo and colleagues have also found promising reliability and validity evidence for the SACII in Ghana. Morgan and De Bruin[10] recently developed a freely available shortened version of the SACII that can be used for research purposes. This shortened version is being used in several studies.

Naidoo[11] and colleagues use the SACII in their group-based career counselling intervention with Grade 9 adolescents across eight resource-constrained secondary schools in the Western Cape. Their recent book chapter described their invention in detail.

In brief, their intervention involves two components: (a) assessment of career interests and (b) two career guidance workshops using qualitative career counselling components. The students receive their career interest scores, which are used as part of the two workshops. In the workshops, discussions around barriers and/or challenges around making career choices are held and an action plan is put together to help the students achieve their career goals.

Naidoo and colleagues have shown that this career intervention improves students' career choice readiness and increases their knowledge about different study and career choices. Their results support those of Tracey[12], who found that integrating Holland's model of vocational personality types into group-based career counselling has potential benefits with respect to career certainty and career decision-making self-efficacy.

General work stress is inversely related to working in an environment that matches one's interests.

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Lorinda Lamdman, the Department's Manager: Administration & Student Support in conversation with a prospective post-graduate student at the HR Indaba Africa.

Fons van de Vijver: the man behind the name

The late Prof Dr Fons van de Vijver had such an incredible impact on the lives of so many people, not only as a scientist, but also as a person. Over the last few decades he changed the landscape of cross-cultural psychology so profoundly that even the American Psychological Association (APA) saw fit to recognise him as the first Dutch (non-American) professor to receive their award for Distinguished Contributions to the International Advancement of Psychology, an award that acknowledged his outstanding contributions to the advancement of cross-cultural psychology around the globe.

But who was Fons? When I first met him, I knew very little about him, although I might have read some of his work on assessment and culture.

I remember our first meeting very vividly (as you always do when making a complete fool of yourself). I was rambling senselessly about my research interests and some ideas I had about a Ph.D and he was patiently listening, probably thinking, "When will this end?"

The second meeting was even worse: Berlin, 2008, at the dinner arranged by the South African Personality Inventory (SAPI) Team, and I was seated right next to him. This time, however, I was prepared, I had done my homework and I was going present him with an enlightened, educated young man. I think I might have been the most silent I have ever been at a dinner, because except for exchanging pleasantries, I was so nervous that I said practically nothing. To compare, I was probably more relaxed before the start of my Ph.D defence!

The primary capacity in which I got to know Fons was as my supervisor, and he was ALWAYS available. Irrespective of time zone or continent, he was always ready to have a quick Skype. While other Ph.D students had to wait ages for feedback from their supervisors, he generally provided feedback within a few days, or at least with an apology for the potential delay of 24 to 48 hours. Receiving feedback so quickly after submissions was not the norm: his students were living in an academic twilight zone.

As his students, we often joked that unless completely necessary, you should never submit anything on a Friday (irrespective of the time of day). Wait until Monday, because you would probably receive feedback either on the same day or the next day (yes, Saturday morning). And you'd have no one else but yourself to blame if you found yourself processing and unpacking his comments and formulating strategies about how to tackle the new challenge you'd been presented with.

Meetings with him elicited a cascade of emotions (self-generated of course). It generally started with some nervousness (hoping you had come prepared enough to this meeting). This was then generally intermixed with a hint of anxiety, a dash of laughter, a moment of peace, and at the very beginning, we always seemed to walk out of his office smiling, but with a whole lot of confusion. It was like walking into and out of a masterclass on theory, methods, and probably statistics.

Some of his most common phrases during these sessions often included, but were not limited to:

– "That is interesting," often in reference to new information coming to light;

– "There is still life in this dataset," when data was behaving stubbornly;

– "We are in business," when, after several attempts at an analysis, possibly laden with error messages, the data finally ran;

– "The proof of the pudding is in the eating," an expression meant to indicate that if you don't try it, you won't know what there is to it;

– "The text looks fine," which meant that you were on the right track. I should point out, though, that at the start, for a South African like me, this effectively translated into, "Your work is, at best, mediocre, and you should probably burn it and scatter the ashes across the ocean or desert (whichever was closer), and start again." Of course, this was all in my head;

– "To be continued," which was generally reserved for the point where you reach mental saturation, have a long list of things to consider, and know that there is more work to come after this; and, of course a favourite;

– "Cheers," which is how he generally signed off every email and Skype session. It became a beacon of the informality of his interaction.

He received everyone in a very informal manner, no matter where they came from, or who they were. This made working with him such a pleasure and, for many, a life-changing opportunity. He was genuinely excited at the prospect of working with anyone, and this was often shown by the large number of international visitors who traversed our departmental passages. It was as if he found joy not just in doing and influencing good science, but also in meeting interesting people and generously transferring his knowledge and skills to anyone willing to learn.

Working with Fons was more than just work; it seemed to be a lesson in life. He encouraged you to follow your passion, even if this was not in academia, A very good friend I had made in Tilburg, who completed a Ph.D with Fons and started working as an assistant professor, stopped working at the university to follow her dream of becoming a yoga instructor. I was honestly not surprised when she then told me that she found the courage to pursue her dream through conversations with Fons.

When you ask his students what he meant to them, a few things consistently pop up: he was brilliant, followed by frighteningly intelligent, full of interesting and funny stories, pragmatic, knowledgeable, kind, authentic, and wise, but most importantly, incredibly humble.

I think the one aspect many of us can agree on, is that Fons was not easily impressed by, and actually cared very little for titles and status. He cared about content: If there was a good story to be told, with a good method and good data, he would focus on that. The one thing that we all learned from him was that your work should speak for itself.

It is clear that Fons was a great leader – always open, always caring, always present, and always inclusive. He saw potential in everyone, and in that way he made science accessible to anyone and everyone who would learn, no matter who they were and where they came from.

The impact of working with Fons therefore clearly went beyond academia. I cannot phrase it better than another colleague did: "Fons had the ability to get a good thing from everyone and he always valued how we were, and it is this that made us see the value of people around [us]." We all got the idea that we were not just Ph.D students to him, and while it was clear that he was a master, he never made anyone feel 'less than'. On the contrary, he made us all feel like colleagues and friends.

I don't have enough time to delve into his love for running, his enjoyment of sauceless South African meat, his enjoyment of a Kanonkop pinotage, his knowledge of the migratory habits of birds, whale watching with his wife, Lona, working in his Australian outback garden, or how he enjoyed working on his outback terrace observing wildlife.

I would rather acknowledge the role Fons played in shaping so many of people as human beings. I can honestly say on behalf of everyone who has ever met or interacted with him, thank you for the privilege of having worked with you.
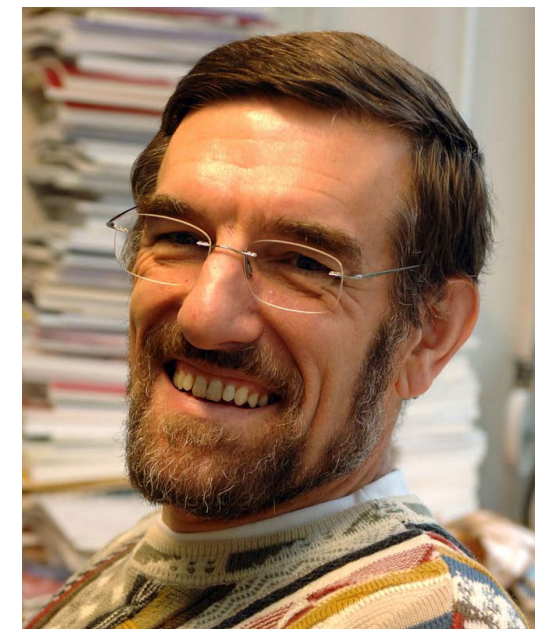

At my Ph.D Graduation.

Irrespective of time zone or continent, he was always ready to have a quick Skype. The impact of working with Fons clearly went beyond academia.

The impact of Fons van de Vijver

By Lusanda Sekaja

Where does one even begin with Professor Fons van de Vijver?

Over the years, I'd had a few moments where I would come across him or his work. He was one of the collaborators on the South African Personality Index (SAPI) work group when I was a master's student researching the SAPI. I would come across his works and reference him. I would hear colleagues talk about him and joke about how they couldn't keep up with him as he published something every second week and we would laugh at how we were amateurs compared to him.

During all these occurrences, I did not know that years later, he would be my supervisor. Dr Byron Adams and I had been working on a Ph.D proposal for some time and when he thought we had enough to approach a co-supervisor, he trusted no one but Fons, who had been his supervisor, to co-supervise me.

I was nervous at the prospect. This was Fons. The Fons. And he knew everything. Truthfully, I was afraid that I was going to be exposed as incapable and unworthy in comparison. Each time we met via Skype, I remember I would have so much anxiety, convinced he would think my work was horrible.

But never ever did I feel small in front of him. He knew so much and carried so much light, that he shared that

knowledge and lit the way for me. And that, I think, exemplified Fons for me. He shone just enough light on my path so that I might see where I was going. When the path got foggy, there he was again to help me figure things out. Always made the time. Always patient. Always led just enough so that his students could lead themselves. Always believed in his students. This is a rare combination of supervisor traits.

And how befitting that I was asked to contribute an article about his impact, because the one thing he drove home incessantly about my research was: what is the impact of your research? What are you contributing? This must always be clear.

In the short time that I had him as my supervisor, his own impact was great and I am lucky to have benefitted from his wisdom. I will carry his teachings to the end of my Ph.D journey. He would not want us to go on about his achievements and contributions – and in any case, there are just too many to mention – but every colleague, every student and the very discipline of psychology to which he dedicated his life, has been impacted by Fons.

He shone just enough light on my path so that I might see where I was going.

Lusanda Sekaja with Masters Students, Amy-Mbali Bands, Sesiyabonga Vilakazi and Celiwe Mtshali

Positive impact of a lecturer on his student

Email sent to the Head of Department by a thankful mother.

I would like to express my sincere appreciation and thanks to UJ's most respectable lecturer, Dr Mabaso.

My daughter, Shannon, is currently in her third year studying towards a BA HR, and has applied for her Honours for next year. Dr Mabaso was her lecturer in this first semester, which has come and gone and Shannon has done extremely well in HR, thanks to Dr Mabaso. Shannon has spoken highly of him and he certainly has taught her well. Unfortunately he won't be lecturing the last semester – what a great pity!

She has looked up to him as her role model. He is one of UJ's most respectable lecturers and without a doubt, the future students will be very fortunate to have Dr Mabaso as their lecturer.

As her mother, I am extremely grateful to Dr Mabaso for all the support and guidance Shannon has received.

Please convey my sincere thanks to Dr Mabaso.

Kindest regards,
Vanessa Longhow

Calvin Mabaso

An Impactful Manifesto for Work and Organisational Psychology

Manifesto for the future of work and organisational psychology

By P. Matthijs Bal and Colleagues

Abstract

This manifesto presents 10 recommendations for a sustainable future for the field of Work and Organisational Psychology. The manifesto is the result of an emerging movement around the Future of WOP (see www.futureofwop.com), which aims to bring together WOP scholars committed to actively contributing to building a better future for our field. Our recommendations are intended to support both individuals and collectives to become actively engaged in co-creating the future of WOP together with us. Therefore, this manifesto is open and never "finished". It should continuously evolve, based on an ongoing debate around our professional values and behaviour. This manifesto is meant, first of all, for ourselves as an academic community. Furthermore, it is also important for managers, decision-makers, and other stakeholders and interested parties, such as students, governments and organisations, as we envision what the future of WOP could look like, and it is only through our collective efforts that we will be able to realise a sustainable future for all of us.

- We have responsibilities towards individuals: As work and organisational psychologists, we must keep the wellbeing of individuals at heart when doing our research and place it central in our research questions, above and beyond business interests.

- We have responsibilities towards ourselves: We must be aware of the enormous workload and pressure in academia and protect our own wellbeing in the midst of the mental health crisis in academia.

- We have responsibilities towards reducing inequality: We must strive to reduce inequalities in academia and to protect all academics who are in unstable, precarious positions.

- We have responsibilities towards our community: We need to break the silence in our communities, share our experiences and show active solidarity.

- We have responsibilities as supervisors and managers: We must place the wellbeing of individuals at the heart of management and organise work in ways that protect the health of (academic) employees.

- We have responsibilities towards how work is organised in universities: We must democratise the ways we set our goals and objectives to allow ourselves to be intrinsically motivated in our work.

- We have responsibilities towards how the publication system is organised: We need to redesign the competitive "publish-or-perish" publication system and business model that operates on the basis of using unpaid academic labour, and create better ways to communicate about our research to the scientific and non-scientific community.

- We have responsibilities towards how our financing is organised: We have to stop relying largely on competitive grants to obtain the financial means to do our work, and have to debate how financial means can support rather than distract us from doing our core work.

- We have responsibilities towards society: We need to be critical about how our work impacts society at large, and keep societal interests in mind when doing our research.

- We have responsibilities towards our students: We have to engage in an open dialogue with our students to find sustainable ways to benefit students, their learning processes, wellbeing and health, and their development to become responsible citizens and Work and Organisational Psychology-practitioners.

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How small acts of giving ripple outwards

How small acts of giving ripple outwards

By Stephan Ferreira

After being diagnosed with a rare type of leukaemia in 2013, I decided to launch various charity projects to make a meaningful difference instead of just feeling sorry for myself while I underwent chemotherapy. Some of the projects included monthly events at a local old age home, collecting dog and cat food for local animal shelters, and putting together bags of toiletries to donate to homeless shelters, and rape and support centres.

In March 2017 I started a small feeding scheme in the informal settlements of Roodepoort. At the time an average of 55 children from different areas showed up for a weekly meal. The idea was simply to provide some relief in a poverty-stricken community, where food security was a luxury.

With every passing week, more and more children showed up, and at the end of March 2017 there were roughly 375 children who benefitted from this project. The numbers continued to increase and now anywhere between 450 and 950 children receive a small food parcel when they join.

It is impossible to manage a feeding scheme to alleviate hunger while turning a blind eye to the other challenges these children face daily. The first plan was to create a safe environment where children could participate in various supervised activities instead of just roaming the dangerous streets without direction or purpose. We now have weekly clubs that include knitting, soccer, netball, arts and crafts, chess and even a dance club to keep the children busy.

Because I am unable to manage up to 950 children on my own, I implemented a volunteering system where women from the local areas can earn a food parcel in exchange for their time. Every Saturday these women are responsible for packing food parcels for the children, overseeing activities, enforcing discipline, etc.

Once they have completed their duties they are allowed the opportunity to select available food items and then pack their own food parcel to take home. There are currently 35 women who assist with this project. I also recruited 12 teenage boys and three teenage girls from the area, who also assist.

On Saturdays I also distribute clothes, shoes, household items, toys, stationery and baby items to families in need.

I have a big following on social media and we use this platform to collect any household items, toys, stationery and other items people no longer need.

The feeding scheme is not without challenges and I have noticed how children carelessly discard sweet wrappers and other trash items without worrying where it will end up. I started with an awareness campaign to introduce the concept of recycling, and children were rewarded with small sweets should they contribute to the recycling project.

For every plastic bottle or can they help to recycle, they earned a sweet. This project has since evolved and we have now linked it to the handing out of toys and stationery. Children can now exchange their recycling and "buy" toys, stationery for school or even toiletries to take home. All the waste material is then gathered, sorted and handed over to one of the local waste pickers. He sells the items and by doing so, can support his family.

To encourage and empower the community, our Saturdays have evolved quite a bit to also take into consideration other needs these people are faced with. We have launched a community vegetable garden, hosted workshops on making eco-bricks, provided first aid training, and even taught some of the women how to make homemade jewellery by recycling paper.

These workshops are merely to spark some creativity and to possibly provide a platform where women can create their own businesses to support their families financially. I have also been working closely with some of the women to teach them basic entrepreneurship skills by letting them buy and resell items for a small profit.

Although this started off as a small, insignificant project, we can now start to see a positive change in the community. They have moved away from the expectation where they can just sit back and someone else will support them. Many people now realise that hard work is the only way they will escape the vicious cycle of poverty – an important concept we also want to transfer to the children, to teach them the value of hard work from an early age.

It is impossible to manage a feeding scheme while turning a blind eye to the other challenges these children face daily.

My master's journey

By Asanda Heshula

The journey of a thousand miles begins with one step, someone said. The step I took almost two years ago has taken me through an amazing journey. This journey has been about self-discovery and finding my purpose.

Initially when I applied for the Master's Programme in Leadership, Performance and Change, I wanted to be relevant in my field, position myself for the next career move and challenge myself. I can safely say I got more than I bargained for, as this experience has changed me both personally and professionally.

First, my perspective and world view have been challenged and changed. My exposure to the courses the programme offers has influenced me to question the belief system I held for most of my life, and also to have the courage to change some of my beliefs in order to see the world from a broader perspective. I have learned not only to lead others, but most importantly to lead myself.

Second, my purpose has been redefined. I now show up differently at work, as I have a renewed sense of purpose for my life and profession. I no longer view success only through climbing the corporate ladder and living for self. I want to make an impact, leave a legacy for generations to come, by being part of creating sustainability for society through the work I do. I believe working with people puts me at an advantage, since I can touch others' lives.

Finally, I have enjoyed the interactions I have had with my professors and supervisors in this programme, all of whom are experts in their various fields. These individuals have challenged my thinking, helped to reshape my world view and empowered me with a wealth of knowledge to better position me in whatever path I choose to follow.

I am grateful for my experiences in this programme, as even the tough moments have shaped me for the better.

My purpose has been redefined.

Happy Continuous Education Programme clients

The impact of our leadership programme

By Albert Wort

We strive to develop leaders who are relevant within their local communities. We must recognise our students for who they are as individuals.

The post-modern world is known for its fast-paced, competitive environment, overwhelming data and an electronic society enveloped within the Fourth Industrial Revolution (4IR). In this world, the demands placed on good and relevant leaders are ever increasing.

The Leadership Programme in the department of Industrial Psychology and People Management is an attempt to help leaders to face these demands. The programme focuses on the relevance of leadership not only within the organisational context, but even more importantly, at leadership within the individual functioning in a society marked by institutionalised chaos.

The necessary shift from not only managing the self and others but the development of leadership, requires a different set of capabilities to bring out the best in the leader and the team. Therefore, within our Leadership Programme we strive to develop leaders who are relevant within their local communities, as well as being a change agent within the organisational context. Leaders are empowered to work on excellence in giving direction, support, shared experience and knowledge, and ultimately excellent leadership.

Within the Leadership Programme we believe that lecturers have a significant, lifelong impact on the student. The impact is not only delivered via teaching the relevant theory, but also in fostering the student on their journey. Embracing the development of "self" within the classroom is further associated with increasing motivation and self-belief towards mastering the theory successfully.

As lecturers charged with being change agents within the classroom and giving guidance through supervision in minor dissertations, we must recognise our students for who they are as individuals, meet them on their life journey, and assist them in setting reasonable expectations. Numerous studies have shown that creating a positive learning experience results in both student and lecturers working towards a positive impact.

We asked students to write about the role of the Leadership Programme in their lives. Here are some of their comments:

– When I joined the PPL Master's programme, my expectation was to be equipped to succeed to the next level as a leader. I must say, the course has exceeded my expectations. Through this course I am seeing myself growing and transforming every day as an individual, and the impact on those I influence is evident.

– The more I become aware of myself, the more I am able to impact greatly.

– I am becoming more and more of a positive individual with a much more positive outlook on life. My purpose and meaning in life have been redefined to a place that is more fulfilling.

– The friendly and welcoming atmosphere and always ready to assist facilitators are making this course even more worthwhile.

– The impact that the Leadership Programme has had on my life is undoubtedly amazing. I now carry less baggage as an individual and as a leader because I have learned to be vulnerable.

– When I enrolled for the Leadership Programme I thought it would be just another academic course. Granted, I expected it to give me new insights into leadership. However, little did I expect that it would make as huge an impact as it has made and it has continued to impact me in my leadership both at the personal and professional levels.

– I have become aware of the reality around me; my potential as well as my purpose.

- When I joined the Leadership Programme, my expectation was to be equipped to succeed to the next level as a leader. I must say, the course has exceeded my expectations.

- The skills that I was equipped with assisted me in changing what I thought was an impossible work situation.

- The Leadership Programme has changed my work and personal life in an amazing and positive way.

- I have become much stronger and confident, especially the teachings on vulnerability and authenticity. I have since done the same with my team at work and family. I must say I have seen quite a positive shift.

- I decided to make big changes in my personal life, some that I did not think I would ever change. I feel much lighter and more connected with the people that are most important to me.

We've received many more such comments. This influence is not only seated in the life-changing theory of the two programmes, Personal Professional Leadership (PPL) and Leadership Emerging Economies (LEE), but in a small but dynamic team under the leadership of Prof Magda Hewitt, Dr Joyce Toendepei, LEE's programme leader, and Dr Albert Wort , the academic leader of PPL. The team functions within the principles of:

- Encouragement and active engagement with the students.

- Not only teaching the content, but living it as role models.

- Teaching the practice of mindfulness within a positive attitude.

- Living communication with the students in class as well as in the research project.

As a team we believe that in making a difference in the lives of others, authenticity is of the utmost importance and we always function within a professional paradigm. High impact can only be attained through teaching and demonstrating a growth mind-set, and through always respecting others and ourselves within the vocation of being an academic.

Masters in Personal and Professional Leadership students with visiting lecturer from the Netherlands, Prof S Nandram.

The UJ Young Leader's Programme helped me to reimagine my future as a leader

By Rodene Dye

The Continuing Education Programme unit within the Department of Industrial Psychology and People Management partnered again with UJ's Transformation Division, to offer its Organisational Leadership certificate to 55 young leaders across all four campuses.

The programme is offered in collaboration with academic partners in the US, and affords students the opportunity to complete their learning online. At various touch points throughout the programme, contact sessions were arranged for the students to engage with UJ faculty, and to learn from homegrown South African leaders.

One of the young leaders, Reneilwe Teane, a third year student in Transportation Management and the chairperson of the Ikhayalethu Day House, wrote an impactful letter to the programme management team expressing how the programme transformed her thinking around what it truly means to be a leader in today's times.

Reneilwe writes: "The UJ Young Leader's programme has taught me a lot as person and a leader, assisted me in discovering myself as a person, the type of leader I am and how I view the world, most importantly where I see myself best fit in terms of career and leadership."

She further indicated that the programme can benefit the majority of students, helping them to discover themselves, and acquire new skills. It's also a wonderful opportunity to produce not only well-rounded students, but also leaders, innovators and entrepreneurs for 4IR and the country.

She ends her letter saying that "while the world depends on technology and robotics, employers require humans to be creative, innovative problem solvers, and this requires the understanding of the environment as a leader … in short, leadership skills are a necessity."

A "High Tea" held at Caro House old age home in celebration of National Woman's Day.

The department's team of support staff members who arranged the occasion are, from left to right: Thembekile Mazibuko, Fozia Kasoojee, Lorinda Landman, Amanda Ferreira, Ntiyiso Mdhlovu, Kholofelo Masola, Stephan Ferreira, Rochelle Niemand, Esthea Conradie, Akwande Masondo, Grace Nkwanyana and Elmarie Stapelberg.

Department of Industrial Psychology and People Management staff members 2019.

A team that truly pulls together when it counts

By Crystal Hoole

Social events like student unrests, political instability, a waning economy, the relentless increases of academic demands amid the ever-shrinking budgets, agitated and tired colleagues, struggles to balance work and family life, are just a few of the factors affecting our psychological wellbeing on a daily basis.

A strong interpersonal support system is often the decisive factor between coping and even thriving, and sinking into a pit of despair, suffering from burnout, depression, and losing hope. A strong support system, is a beacon of hope!

Our Industrial Psychology team is such a beacon of hope, and provides a safe haven for many of our trials, challenges and tribulations. This team is truly different from any other team I have ever had the privilege of working with.

We do not have fewer challenges: we face the same challenging times as everyone else. But we have a special bond, a special way of supporting each other without being asked, an intuitive sense when someone needs help, when to support, when to back off, when to carry someone else's load, when to ask for help. We debate differences of opinion, we laugh a lot, we talk too much, but somehow, we always know how to cut to the core of what is really important. We celebrate each other's successes. As a matter of fact, they are also our successes.

We learn from each other, but we also allow each other to take the lead in our own areas of strength. We have learnt that we achieve more when we give each other the space to excel in our own unique fields of expertise. We do not only allow each other this space: we rely on it. There is something soothing about knowing that there is someone who will pick up the ball where you can't. We see further by standing on each other's shoulders.

We don't always get it right. We have flaws, good days and bad days, and we also hurt each other sometimes. More importantly, we have the courage to speak out when this happens. And we have the courage to apologise, and to forgive.

This is not a perfect team, but it is a different kind of team. It is not the way that we work together as a team that really sets us apart, it is the way that we exist together, each with his or her own unique quirks and pearls of wisdom.

There is room for the colleague who is always concerned over everybody's wellbeing, the shy one, the one who laughs so heartily, the one who sits quietly and observes in the corner, the one who cracks jokes, the one who tries to keep everyone on track and maintain some sense of order, the pragmatic one, the one who works too hard, the one who asks difficult questions, the task-driven one, the old, the young and the new.

It's the team who won the best IOP programme of the year award by SIOPSA. It's a team with impact. It is my kind of team.

"If I have seen further, it is by standing on the shoulders of giants."
— Isaac Newton

Year-end Top Achievers' function. Dr Mpho Magau takes centre stage.

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