

JvR

talk

psychological test providers in africa

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2008

research feature

EVIDENCE BASED

psychological practice

The key concept behind applied psychology is the application of theory into practice, and using existing knowledge to inform best practice. This is the essence of the term "evidence-based practice" in psychology. Psychologists have been at the forefront of the development of evidence-based practice for many years, with the implementation of the American Psychological Association (APA) policy on training doctoral psychologists as both scientists and practitioners as early as 1947 (APA Presidential Task Force, 2006). In 2005, the APA created a Presidential Task Force to investigate evidence-based practice (EBP) in psychology. The Task Force was charged with defining and explicating principles of EBP in psychology, but not with developing guidelines for practice.

As a result of the massive literature review and subsequent discussions on the literature, the Task Force arrived at the following definition: "Evidence-based practice in psychology (EBPP) is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (APA Presidential Task Force, 2006, p. 273). This definition has an exceptionally clinical flavor, and the Task Force acknowledges that psychological practice entails many types of interventions in multiple settings for a wide variety of potential clients.

In order to create a more generic definition from which to work, we at JvR have defined EBPP as the following: "Evidence-based practice in psychology is the integration of the best available research with professional expertise in the context of individual, group, organisation, or community characteristics, culture, and preferences". The specific elements of best available research, professional expertise, and client characteristics, culture and preferences will be discussed.

Best available research evidence:
Psychologists are well-equipped to design,

conduct, and interpret research studies that can guide EBPP, as we regard psychology as a scientifically based profession. Psychology is unique in that it combines a scientific commitment with an emphasis on human relationships and individual differences (APA Presidential Task Force, 2006). Psychological practice needs to be based on evidence and the research done needs to balance both internal validity (degree of certainty with which causal inferences can be made with regard to the relationship between independent and dependent variables) and external validity (generalisability). It needs to be recognised, however, that research will not always address all practice needs.

When evaluating research studies and their utility, psychologists need to consider a number of factors. Some of the decisions a psychologist may need to make may revolve around what weight to place on different research methods, considering the representativeness of samples in the research study, and whether the research results should guide practice in change, intervention strategies, and specific protocols. Another important consideration is the generalisability and transportability of results from controlled settings to practice (which often differs in reality), and also the extent to which judgements can be made when only limited research has been done in a particular area (APA Presidential Task Force, 2006).

It is essential to remember that there are a number of different types of research methodologies that provide different kinds of research evidence, and that some research designs address certain questions better than others. Case studies, qualitative studies, process-outcome studies, and meta-analyses are all examples of different types of research designs that could add value in various ways. When multiple types of research evidence is available, the psychologist will be better

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equipped to make solid decisions about best practice.

Professional expertise:

Professional expertise refers to competence attained through education, training and experience, resulting in effective practice. It is essential for identifying and integrating best research evidence with data obtained in the client's environment in the context of the client's characteristics and preferences in order to deliver services that have the highest probability of achieving the client's goals. Professional expertise is informed by scientific expertise, thereby lending the term professional scientists to psychologists in practice (Stricker & Trierweiler, 1995).

Central to the concept of professional expertise is having competence in areas such as assessment, diagnostic judgement, systematic project formulation and intervention planning. Professional decision-making, intervention implementation and monitoring of progress, as well as interpersonal expertise were also all identified as key components of professional expertise (APA Presidential Task Force, 2006). Inherent to the practice of psychology is the continual self-reflection and acquisition of skills as well as the appropriate evaluation and use of research evidence in both basic and applied psychological consultation. Psychologists should be able to understand the influence of individual, group and organisational differences and the dynamic interplay amongst these and other contextual variables on interventions, and seek available resources as needed. Professional expertise is also characterised by having a cogent rationale for psychological consultation strategies.

Individual, group, organisation, or community characteristics, culture, and preferences:

The most important aspect of EBPP in terms of the client is the realisation that each client is different, and have their own unique combinations of characteristics, culture and preferences. Psychologists are usually schooled in the theory of individual differences, and are well-placed to understand that there is almost never a "one-size-fits-all" solution for clients. While best practice would provide general guidelines in any psychological intervention, it is always up to the psychologist to ensure that the intervention is designed to address the client's needs according to their unique attributes and context.

Implementing EBPP:

There are a number of barriers that a professional could experience in implementing EBPP in their work. Some research has been done in the clinical arena (Corrigan, Steiner, McCracken, Blaser & Barr, 2001), and it is likely that these barriers would translate to any other psychological context. Corrigan et al. (2001) found that the professional's lack of necessary

knowledge and skills could be a barrier to implementing EBPP. If the individual has not mastered a basic set of competencies, they may find it difficult to implement new practices. Another barrier is when the service provider teams have difficulty in developing a cohesive service plan for the client. When working together in a team, it is vital to coordinate and integrate the contributions of each team member to make sure that the intervention is an effective and dynamic one. The last barrier has to do with the limited time available for training – if the professional does not have time (or other resources) available to be trained in the latest technologies or best practices, they will not be able to implement that which they do not know.

Corrigan et al. (2001) also identified a number of strategies to facilitate the implementation of EBPP. The creation of user-friendly process manuals and guidelines should make the dissemination of the principles and practice of EBPP easier for individuals, and should be accompanied by a programme to educate professionals on the skills and principles in EBPP. Within an organisation, it is vital to improve the organisational dynamics through building team leadership, ensuring total quality management, and engaging in interactive staff training.

Summary:

The question may be asked: "Why should I be concerned about EBPP? What I do works for me!" The fact of the matter is that individual psychologists have a substantial impact on the outcome of the interventions in which they are involved. Also, should any organization or individual question your process, you should be sure to have the scientific evidence to strengthen your argument. We have to remember that even experts are not infallible, so where there is consensus on a particular methodology, the concurrent evidence should point to the validity of the methodology. The nature of work in psychology always provides a risk of idiosyncratic interpretations, overgeneralisations, and confirmatory biases. Evidence-based practice should help to reduce the risks by providing a scientific platform to the interpretations resulting from psychological interventions.

References

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SIOPSA future conference

On Tuesday 26 February, SIOPSA held a one-day conference on the future of Industrial/Organisational Psychology in South Africa at the University of Johannesburg's School of Tourism venue. A number of prominent IO Psychologists (IOPs) from different backgrounds and years of experience were present to debate this area of special concern. The day was facilitated by Theo Veldsman, the UJ venue was excellent and the people who attended were involved and passionate, creating a really positive vibe! Jopie de Beer and Nicola Taylor attended the day on behalf of JvR.

The issue was on the future of IO Psychology in South Africa. The group was

tasked, in various ways, to identify themes critical to the future of IOP's. At the end of the day, eleven key areas of focus were identified, and the participants were asked to indicate their willingness to participate in the task groups to provide a project plan for each area by the SIOPSA Conference in May. At that point, it is hoped that more IOP's will volunteer their time to participate in creating a new future for IO Psychology in South Africa. JvR would like to congratulate SIOPSA on taking the lead with such a critically important matter, and will certainly be pledging our support in the discussions around the respective topics.

ASSESSMENT CENTRE STUDY GROUP

Stellenbosch Conference, 12-14 March 2008

As always, the recent ACSG conference in Stellenbosch was excellent! The JvR employees who attended came back with lots of new ideas, insights and even some drumming expertise. The international speakers such as Deniz Ones, Eva Bergvall and Stephen Dilchert were well received, as was Theo Veldsman's opening address on profiling talent for success.

The conference topics and presentations reflected the current changes in the world of Assessment Centres (AC). Due to the challenges faced nationally and internationally, there seems to be a slight paradigm shift from using Assessment and Development Centre technology purely for selection or development purposes to viewing it as the first step in the process of driving organizational success. Traditionally, while some organisations preferred to use the results from an AC as the starting block from where talent management and succession planning can be inferred, others view AC's as a tool which will ensure that the right people are selected and developed into the right positions in accordance with their competence and knowledge. The more integrated approach may ensure personal motivation and an increase in the overall performance and contribution

to the organisation from an individual level, thus assisting HR in driving the organization's strategy and overall success.

With her cutting-edge research on assessment centre construct validity and its implications for AC use in applied settings, Deniz Ones discussed how AC dimensions can be used to provide developmental feedback and how this information can and should be supplemented by psychometric tests. Her colleague, Stephen Dilchert, is an avid researcher of the individual differences in the domains of cognitive ability and personality. He, once again, confirmed the importance of cognitive ability in predicting work success, and presented evidence that supports the reliability and validity of traditional cognitive ability tests in applied settings.

A specific highlight of the conference was the launch of a new AC design handbook by Prof Gert Roodt and Sandra Schlebusch. This book (Assessment Centres: Unlocking potential for growth) will assist practitioners in following an evidence-based approach to AC design, implementation and standardization. It is the first of its kind for SA and is an excellent addition to any AC practitioner's toolkit.



JvR's Johannesburg offices (Above) and Cape Town offices (Below) were bustling with eager-to-learn, future psychologists, on our first annual Student Open Day.



Do You Know of Deniz Ones's Research?

Professor Deniz Ones from the University of Minnesota visited South Africa in March as a keynote speaker for the Assessment Centre Study Group conference in Stellenbosch. In association with the ACSG, SIOPSA, and the Universities of Johannesburg and Stellenbosch, Professor Ones conducted a number of lectures and talks on topics such as social desirability,

personality in the workplace, counterproductive work behaviours, and assessment centres. JvR was privileged to have been represented at each of these talks, and found immense value from the knowledge that Deniz shared. Please make sure to Google her research or ask us for more information at research@jvrafrica.co.za

1st Annual STUDENT OPEN DAY

Open Days at JvR are usually exciting and challenging at the same time.

And it was no exception when the Cape Town and Johannesburg offices hosted our first Student Open Day on Leap Day, 29 February.

Short presentations were given on a number of topics, including consulting psychology, the HPCSA regulations and

guidelines, ethics and the JvR Research Assistance Programme. Case studies on recruitment & selection and team development resulted in interactive discussions, along with innovative solutions and responses.

Thank you for all the positive feedback. We look forward to this becoming a permanent fixture on our JvR calendar.



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jopie van rooyen

JvR Consulting

NEUROTHERAPY

for Remediation and Peak Performance

Caffeine, Prozac, Ritalin, Anyone...? Our society's destructive overreliance on drugs – licit and illicit – suggests a frenetic search for ways to cope with the daily demands of life in the third millennium. We are stressed out, sleep deprived, exhausted, depressed with few effective solutions offered to us. Children are displaying an increased amount of learning and behaviour problems. Our competitive culture places a high value and demand on performing at peak levels in every sphere of

life. In the face of this overwhelming scenario, a new technique, a science still in its infancy, is starting to attract attention.

Neurofeedback also called neurotherapy, or EEG biofeedback is a technique or a therapy that has been found to effectively improve a spectrum of symptoms and illnesses such as attention deficient disorder, learning disabilities, autism, depression, addiction, closed-head injuries, autism, epilepsy, migraines, chronic pain,

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stroke, PTSD, and Tourette's syndrome, among many others.

In the 1960's Barry Sternman, a researcher stumbled upon the effects of neurofeedback inadvertently while doing research with cats. He first discovered that cats could be operantly conditioned to create specific brainwaves on their own – to wilfully alter what was thought to be out of their control. Later he discovered that the cats which had been trained in this manner, when injected with a seizure inducing substance, had a delayed onset of epilepsy, or did not have seizures at all. On the other hand, the control group cats who had not had not been trained with neurofeedback were severely and effected by grand mal seizures. After these discoveries, he went on to treat many humans with epilepsy successfully. Others such as Margaret Ayers, Sue and Siegfried Othmer, who also played a significant role in the pioneering of neurofeedback, found that many other illnesses and symptoms could be greatly improved or eliminated with the use of neurofeedback.

Neurofeedback is a science which simply quantifies subtle electrical information from a person's brain with the use of electrodes placed on certain sites of the head, and then amplifies the brain frequencies that are produced. This information is then fed back to that person, by the use of a computer game or sounds. Certain brain frequencies are inhibited, while others are rewarded. This results in the increased stability of certain areas of the brain, as well as the ability to move flexibly between mental states. For example, a person is able to transition more fluidly and wilfully from sleep to consciousness or arousal to relaxation. Over time, the brain is trained to be more vigorous and able to do a better job of managing body and mind.

But how can one tool treat so many seemingly disparate problems? The answer to this lies in the model on which neurofeedback is based, the model of arousal. According to Sue and Siegfried Othmer, pioneers in the development of the neurofeedback equipment, and founders of EEG Spectrum, neurofeedback can treat so many seemingly unrelated problems because they are really rooted in just one condition – the dysregulation of the brain. Since the brain is in command of all aspects of the functioning of the body, once it is running at the appropriate speed and has been stabilised, it more able to resolve the presenting issue.

The Othmers argue that we do not suffer an epidemic of depression, chronic pain, or immune system dysfunction. Instead, the epidemic needs to be conceptualised in terms of a hyperactive or worn-out nervous systems. It could have been damaged at birth, through physical or emotional trauma, or imbalanced by a culture that produces an inordinate amount of stress. There are only three diagnoses under the Othmer model of arousal: Firstly, that of chronic over-arousal of the brain, such that an individual cannot relax. This results in, for example, anxiety, agitation, impulsivity, or anger. Secondly, an individual may be chronically under-aroused, resulting in some types of depression, lack of motivation, and 'spaciness'. The third principle diagnosis is brain instability. Bi-polar disorder, migraines, PMS, panic attacks, motor and vocal ticks, vertigo, bruxism (teeth grinding), and epilepsy are considered stability problems. With any of the three conditions, the stressed out brain and the rest of the central nervous system are not stable. They render people susceptible to any condition to which they may be pre-disposed. This model changes the way one approaches, diagnosis and treatment of the above mentioned illnesses, from previously categorising them according to the DSM-IV.

While neurofeedback has been used successfully to treat a number of problems, symptoms and illnesses, it is also becoming more widely used by people who simply want to enhance their performance by improving memory, sleep, energy levels, cognition, concentration and creativity. Sportsmen, musicians and other high performance professionals are beginning to make use of the technique. It is also being used for stress management and peak performance in a corporate setting.

Neurofeedback, though still a young science is an exciting field, and as it grows, one of the most promising aspects of its future is the use of the technique to enhance other interventions. At JvRC, consistent with our consulting psychology model which draws from the various disciplines within psychology, we will be offering neurofeedback in the near future. It will be provided as part of our individual development and coaching programmes in order to develop poor functioning, as well as optimise effective functioning. For more information, you are welcome to contact Nicole@jvrafrica.co.za

→ Catalogue

Let the Final Countdown begin...5, 4, 3, 2, 1...Our new bi-annual Catalogue 2008/09 will be arriving soon, featuring exciting new South African and international products!!

If you would like to get a head start and receive a copy of the Catalogue 'hot off the press', please contact us at info@jvrafrica.co.za with your contact & postal details.

→ Training Schedule

The 2008 version of the JvR training academy schedule is available in both electronic and hardcopy formats. If you would like to receive a copy of the schedule, requests can be sent to elma@jvrafrica.co.za

→ Website

We are currently in the final stages of our new website's development. We will be launching early in April 2008. We look forward to introducing a fresh new look, feel and functionality for our website in the new year.

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jopie van rooyen

The MBTI®

TYPE in Understanding Teams*

The MBTI® instrument, based on Carl Jung's theory of type, has been applied in a number of contexts around the world for over 60 years. Examples of such applications include individual coaching, career guidance, group or team development, and even creating organizational awareness. Essentially, the MBTI® instrument has been applied in these situations so as to provide insight into how our preferences and tendencies can influence the way in which we deal with changing situations, how we manage conflict, how we communicate with others, the way we prefer to learn and how we contribute to teams.

This theory has more often than not been applied within the area of teams for a number of reasons which may include attending to symptoms such as poor team performance, poor team dynamics, politics, communication related issues etc. Though as consultants in the field of psychology it is often the case that

we find ourselves facing complaints about interpersonal issues. This may in fact be a symptom as opposed to a cause of the problem which may be fuelled by an operational issue within the team. We have found that the results obtained, through delivering MBTI® workshops, can be optimized and enhanced by taking the context into consideration. In fact, our experience in applying the theory in teams encountering these symptoms revealed certain trends which raise three fundamental questions facilitators need to ask in order to understand the team in its context. These questions are: what work is to be done by the team and its members (content)? What steps or processes does the team need to take to fulfill its role (processes)? And lastly, do the team member's know who they need to talk to carry out their respective roles (interface). These questions highlight that the underlying cause is often related to a systemic issue such as a lack of

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role clarity as opposed to a surface issue such as poor team dynamics.

So what is the role of type theory within the context of teams?

The underlying premise on which team related efforts are based is that it provides an opportunity to create a level of self-awareness within each individual and in addition provide a sound theoretical lens through which to look at, understanding and appreciate other's preferences in the way in which they deal with the world. In raising this awareness, individuals are given insight into the make-up of the team. However, to ensure that the effort is sustainable facilitators will need to figure out a way to carefully incorporate type theory into the process they are facilitating. Essentially process facilitation concerns applying a number of activities geared to create a level of understanding within the team and then taking action to improve how the team operates. As part of the process the theory of type could

be used as one of the activities facilitators can implement to create awareness within the team and harness this knowledge to work effectively with one another on an interpersonal level so that the team can focus with clarity on dealing with more systemic or operational issues.

In conclusion, the MBTI® instrument is based on a sound theory that emerged in the early part of the last century and has been applied in a number of contexts around the world with great effect. However, using type theory in isolation can result in less impressive outcomes if the context is not taken into consideration. So depending on the context, it would be ideal if the process is designed to elicit the fundamental problems around the content (what people do), processes (how people do their work), and interface (how people will need to interact) within the team context while at the same time incorporating type theory.

For more information, feel free to contact gareth@jvrafrica.co.za



TYPOLOGY

AND THE ART OF TRACKING

By: Ian McCallum

What follows is an excerpt from a book that is due to be published during the course of this year entitled 'Wild Leaders'. It is a book that addresses the topic of ecological literacy, leadership and the 'spoor' of influence. I have used the art of tracking as a metaphor and as a practical exercise to help us get to know ourselves a little better. To give this work the required credibility, I became an accredited administrator of the Myers-Briggs Type Indicator. I am very grateful for this.

In the past ten years, working and guiding in many of the wild areas of south and central Africa, much of my interest has been directed to the study of the animal-human interface, to the exciting field of evolutionary biology and to what we learn about ourselves from the wild. I have been equally drawn to the principles and art of tracking and to the delightful discovery of the parallels and application of this ancient art to my training as a psychiatrist and analyst.

Every animal leaves a spoor – a track, a 'calling card', a signature, a document and a narrative of their behaviour and of their intentions. To wake up in the morning and to go out in search of tracks is as deliberate and as informative as going out to buy the morning newspaper. Like the analysis of a dream, to analyse the nocturnal tracks in the wild is to read the diary of the night. It is to participate in a ward-round in which the comings and goings of 'patients' and 'visitors' are analyzed assessed and evaluated. To see a fresh track of a leopard, for instance, is often the closest you will get to seeing the animal. Be excited – it is still an encounter. You may not see that leopard, but you can be quite sure it will have seen you. To hear a snatch of information or a faint alarm call from a patient is sometimes your only indication that you are on the right path to the core of that patient's suffering. Be prepared – it is still an encounter. Sometimes you determine more about an animal from its tracks, 'droppings' and the calls than from direct observation of the animal itself.

How you track is how you learn, how you live and how you lead. It determines the way you interpret the news and the intentions of others. It is how you assess the signs of the times. Linked to our inborn temperaments and personality styles, tracking is innate.

We keep track of family and friends, of the weather, of time, birthdays, human scandals, seasons and situations. We track the progress of plans, investments as well as the alarm and territorial calls of colleagues and competitors. We cover our tracks, we double track and we lose track (the reason why we seek help). Tracking is about sequence and consequence. It is fundamental to the origins of logical thinking, to language, science, music, culture and economics. Unable to track, there would be no diagnostic medicine, no music, no space travel, no literature, no Sherlock Holmes. There may have been an Iliad but because Odysseus would have been unable to find his way home, no Odyssey. It is fundamental to ecological literacy, to leadership and ultimately, to our survival.

And we all track differently.

Drawing on CG Jung's typology, it is not that difficult to see how tracking styles can be linked to innate mental processes, more specifically, to the functions of thinking, feeling, sensation and intuition. There are essentially four styles or priorities of tracking, each in their own way an indication of a preferred style or disposition of the tracker. We all have something of each style. The degree to which these styles can be integrated will determine the overall competence and influence of the tracker. They also determine areas of strengths as well as skills that need to be worked on.

PRECISION trackers pay careful attention to detail, to the impact of the track in and around the substrate. They are quick to notice peculiarities that are specific to the animal such as wear and tear on hoofs or pads, size, shape and likely weight and gender of the animal. These are clearly **SENSATE** trackers.

PROCESS trackers tend to be more systematic. They are more drawn to direction - where do the tracks come from, what are they communicating now and where are they headed. Logical thinking, impartiality and cause and effect play a big part in the way they process information. These are the **THINKING** trackers.

PROBABILITY trackers are more drawn to scanning than to the focused approach of the first two 'type'. Once the animal has been identified, they turn their attention to linking

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the spoor to the surrounding vegetation and landscape. They are quick to derive patterns and connections from what they read in the spoor. These are the **INTUITIVE** trackers.

PROJECTION trackers put themselves 'into the skin' of the animal. After identifying the spoor, it is as if they 'become' the animal. Sometimes they take on the animal's gait and body position.

They have a strong empathy for the animal they are tracking. These are the **FEELING** trackers.

We could go on, but there'll be more, later. In the meantime, if you want to do some wilderness tracking, please visit www.inventafrica.com to find out more or call JvR on (011) 781 3705 // (021) 913 0541.

AFRICAN LEADERSHIP CONFERENCE at MAROPENG

Some of JvR's senior managers attended a recent Knowledge Resources conference on African Leadership. The activities started off with Colin Hall sharing his views on African Leaders, Ubuntu and the role of the follower in defining Leaders. This thought provoking presentation was followed by Dr Msiska, Director of the UNDP: Southern Africa Capacity Initiative, discussing research results on the dominant mindset in Africa which has evolved through various stages. From the slavery mindset where the slave owner viewed the slave as "not human" and the slave developing a mindset of "who am I?", to Colonialism and apartheid where the slavery mindset was substituted for a superior vs. inferior mindset. With Post-colonialism, the new leadership had a similar mindset of being superior over the inferior subordinates and the increase of drought and war in Africa resulted in an increase in poverty, with the accompanying poverty mindset. According to Dr. Msiska the mindset which will facilitate sustained growth and creativity in Africa should be one of a Servant Leader. Where the leader has no inferiority or superiority complex and the subordinate believes the leader is interested in his/her improvement. This will result in behaviour which welcomes change and sees it as an opportunity to improve, with creative and innovative problem solving and respect

for society.

Dr Lushaba's presentation on Effective Leadership highlighted the following challenges Africans face: poverty, poor health, poor and inadequate institutional planning, abuse of power, lack of accountability, inadequate education and high illiteracy, despondency, apathy, high violent crime, and natural disaster. These challenges can be addressed through creating harmony and prosperity for all, working jointly in lasting efforts for peace & stability, no greed or self-serving interests and celebrating 'WE' before 'ME'. By looking at different African state's leadership styles, he concluded that the following principles define effective leadership styles: Ubuntu, honesty, integrity, dedication to high work ethic, focus on shared vision and mission and offering resilient, bold and decisive leadership.

Then there was also Prof Hellicy Ngambi from Unisa who shed some light on her research on trust-building as a leadership pillar in a cross-cultural context, and Eric Mafuna presented a new leadership paradigm to the group: The Constellational Leadership Model.

The unanimous conclusion between attendees, and the only critique, was that there should have been more time for these eloquent speakers to share their views. Hopefully the next one will be at least two days long!

Newsletter Feedback

Should you have any comments or requests specific to our newsletter, please contact us at:
hofmeyr@jvrafrica.co.za.
We would love to hear from you.

psychometry

16 PF Rollout

JvR is in the process of implementing a training initiative which would enable lecturers of Psychology to provide accreditation training on the 16PF5. This initiative applies to lecturers who have been employed by a University on a full time basis for at least the past three years and who are currently registered as psychologists with the HPCSA.

In order to facilitate this process we request that lecturers who meet the criteria for this initiative, attend a two day 16PF5 accreditation training workshop at either our Johannesburg or Cape Town office.

After completion of the training course, each lecturer will be provided with a training pack which will contain all the necessary master copy training materials to enable the lecturer to conduct a 2 day 16PF5 training workshop. In addition, the lecturer will need to pass a 16PF5 qualifying exam and will then be requested to sign a contract with JvR. The contract will include aspects such as copyright, and the lecturer's commitment to the ethical use of the 16PF5 material and training material, in keeping with HPCSA regulations. This contract will also include aspects such as standard examination procedure and the

geographical boundaries within which the training may take place.

The lecturers will also be required to remain the supervising psychologists for Master's students trained in the 16PF5 until such time as the student is registered with the HPCSA. This has specific bearing on the purchasing of 16PF5 material, interpretation of reports and report writing.

As you may already know, the 16PF has shown itself to be a well-researched and very versatile psychometric instrument within a variety of contexts. However due to our commitment to our international publishers as well as the need to keep up to date with international test developments, we will be starting to phase out earlier versions of the 16PF in favour of the 16PF5. Therefore we have no hesitation in partnering with selected lecturers with the view to introducing the latest version of the 16PF and in so doing increasing the use of the instrument by appropriately qualified professionals. Should you have any queries regarding this training initiative, please do not hesitate to contact **Marty Ferreira** at JvR on either (011) 781 3705/6 or via e-mail: marty@jvrafrica.co.za

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jopie van rooyen

Well Done Liza-Marie!

JvR is excited by academic excellence! For the past two years we have sponsored a prize for the best Masters' student in Industrial Psychology at North West University. Dr Jopie de Beer proudly presented this prize to

Liza-Marie Vermeulen in Potchefstroom in March. Lize-Marie is a truly worthy recipient and her hard work and brilliant results are inspiring. Congratulations!

JOBS on OFFER

RESEARCHER – REF: RESEARCH

JvR requires the services of a researcher to assist with the validation of psychometric assessments

The ideal candidate:

- Must hold a current registration as psychometrist or Research Psychologist with the HPCSA
- Should have been registered with the HPCSA for at least one year
- Must have at least a Master's degree in Psychology or Research Psychology
- Should have at least three years experience working in research
- Must have proven experience in the validation of psychometric assessments (esp. reliability, factor analysis, SEM experience)
- Should have thorough knowledge of psychological assessments and psychometrics
- Must have experience in SPSS and other

statistical analysis programs

- Must be computer literate, with in-depth knowledge of Excel and Word
- Should be professional and able to work as part of a team
- Should have experience in writing and evaluating research proposals

If you need any more information, please contact **Nicola Taylor** on **(011) 781-3705**.

TRAINER – REF: TRAINING ACADEMY

The JvR Training Academy is growing! We are looking for a psychologist who is passionate about training. If you think you should be the newest trainer on our team, please email kathy@jvrafrica.co.za

If you meet the requirements for the above vacancies, we'd love to see your CV. Please send a brief copy (citing the relevant REFERENCE) to rita@jvrafrica.co.za.

→ Training Venue

The JvR Training Academy is happy to announce that our training room is in the process of being upgraded! Come May, we will boast a new and improved venue that will be able to comfortably accommodate 20-25 delegates.

We are looking forward to seeing all our clients enjoy our improved training venue with us!

→ If you do not want to receive the newsletter, reply to this message with the word "unsubscribe" in the subject line. To ensure that your address is removed from our database, please include the e-mail address the newsletter was originally sent to.

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jopie van rooyen

JVR TRAINING ACADEMY UPCOMING EVENTS

The Lens	10-11 April 2008	Jhb
South African Accreditation	1.5 Days	R3190.00
Customer Excellence Survey	14-16 April 2008	Jhb
South African Accreditation	2.5 Days	R5325.00
MBTI Qualifying Training	15-18 April 2008	CT
International Accreditation	3.5 Days	R7545.00
Psychology in the Courtroom	17 April 2008	Jhb
CPD Workshop	1 Day	R2850.00
MBTI Refresher	22 April 2008	Jhb
South African Accreditation	1 Day	R2385.00
16PF 5th Edition	21-22 April 2008	CT
South African Accreditation	2 Days	R4275.00
Private Practice Management	24 April 2008	Jhb
CPD Workshop	1 Day	R2280.00
Career Coaching	25 April 2008	CT
CPD Workshop	1 Day	R2280.00
Hogan [HPI, HDS & MVPI]	6-7 May 2008	CT
International Accreditation	2 Days	R7810.00
MBTI Qualifying Training	6-9 May 2008	Jhb
International Accreditation	3.5 Days	R7545.00