

JvR

VOLUME02

2009

talk

psychological test providers in africa

CAREER COUNSELLING

A career of optimising others

By Dr. Jopie de Beer

Donald Super, John Holland, Mark Savickas, Edward Bordin, John Krumboltz and others, are very well known for their theories on career development. These theories guide our understanding of the discipline and the way in which we manage career processes with our clients.

Guiding clients through processes of career choice, career development or career transition requires an ability to integrate, understand and use psychological theories and research in areas as diverse as counselling techniques and strategies, human development and lifestyles-, human learning, personality, cognitive functioning, interest patterns, emotional and social capacity and skills, motivation, values, environmental influences, assessments and a full understanding of the intricacies, trends and resources in the world of work. As with everything else in life- to do this well, requires dedication, expertise and passion.

The current economic turbulence has caused many thousands of people to lose their jobs and psychologists have a particularly important role to play in supporting them to change - or refocus their careers. This requires more than a mere matching of personality or interest patterns to specific career options. The tempo of change in the workplace, the trauma of losing one's livelihood and the

limited opportunities for other work demands broad academic, practical and scientific insight from every psychologist working in the field. The term career coaching may be particularly appropriate implying a process of guidance that is much more than a "once-off" feedback. Working in this field means that the psychologist has a direct impact on core aspects of a person's life- including their self-regard, sense of being able to provide, sense of achievement and self- actualisation, sense of meaning and purpose, optimism and happiness or being respected by others and much more!

It is a well known fact that people spend more time at work than at home and satisfaction with the nature of the work, the relationships at work or the work context is critical in affecting the person's sense of the quality of their whole life.

At JvR we offer numerous assessments that could support and strengthen your process of career choice, career exploration or career transition. We also offer workshops providing an additional opportunity for growing an understanding the complexity of this service to clients. Of particular importance is the event scheduled for the **24th of April to listen to Professor Savickas** sharing with us decades of academic, scientific and practitioner knowledge of this critically important field in Psychology - an event not to be missed.

About Professor Savickas:

Professor Mark L. Savickas is widely regarded as the world's leading researcher, scholar and thinker in the field of Counselling Psychology (more specifically: Career Counselling). His contributions to this field can only be termed "pioneering" and "ground breaking". He is by far the most prolific author in his field and he has journals in the field on Counselling Psychology.

His stature in the field of Counselling Psychology is evidenced (inter alia) his recent election to the office of President, Counselling Psychology Division, International Association for Applied Psychology (IAAP). Not only does Prof Savickas lead by example; he conducts research in such a way that it provides a model of research excellence to the rest of the world.

➔ FREE EVENT

You are invited to join us at this once-in-a-lifetime event at UJ on the 24th of April.

MARK SAVICKAS
ON: THE SIGNIFICANCE OF ADAPTABILITY
IN THE 21ST CENTURY



**MARK SAVICKAS, WILL PRESENT
ONE LECTURE AT UJ ON LIFE DESIGN
COUNSELLING**

Friday, 24 April 2009 (10:00 - 12:00)
University of Johannesburg (UJ),
Auckland Park Campus

Seats are limited. To book please contact
shadi@jvrafrica.co.za
or call on (011) 781 3705


jopie van rooyen

THE ROLE OF CAREER ASSESSMENTS

in the new world of work...

NOTE THE FOLLOWING:

→ LOWER EQ-i® PRICES

Please make sure that you have the most recent EQ-i pricelist as some of the prices have, for the moment, gone down!

→ UPDATE ON THE 16PF®5

About three years ago, JvR was requested by the owners of the 16PF assessment, to ensure that all older versions of the 16PF (SA92, Form A and Form E) be replaced by the 16PF5 as the international "gold standard" version of the 16PF. This was in keeping with the tradition of continuous improvement that we had all come to associate with the 16PF. We, as South Africans, had fallen behind in terms of international best practice.

We worked really hard to do South African research on the 16PF5, to train users in the use and application of the 16PF5 and to communicate the discontinuance of the older versions. The partnership with University lecturers, who offer the 16PF5 training to students and colleagues, has been particularly successful. We are pleased that so many users are now enjoying the benefits of updated norms, improved psychometric quality and increased ease of use that the new version of the 16PF5 offers.

Should you still need to change to the 16PF5, you are welcome to contact us for ways in which this can be done!

→ contact us:

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The new world of work will be characterised by, amongst others, the tempo of change. In this regard many new careers and jobs are created every year.

One of the ways in which people could better manage their lives and their careers in such a continuously changing world, is to know themselves very well. By understanding themes in their life stories, their career values, their interest patterns,

personality traits and style or their emotional and social competencies and skills can provide a personal identity to support decision making and problem solving.

JvR offers a number of well known South African and international assessments for this purpose:

For more information please contact us on: (011) 781 3705 or email info@jvrafrica.co.za

Career Transition	Career Exploration	Subject Choice
<ul style="list-style-type: none"> Myers-Briggs Type Indicator (MBTI®) Work Personality Index (WPI) Hogan Personality Inventory (HPI) Emotional Quotient Inventory (EQ-i®) 16PF Fifth Edition Questionnaire (16PF®5) Career values scale (CVS) 	<ul style="list-style-type: none"> Myers-Briggs Type Indicator (MBTI®) 16 PF Fifth Edition SA & US Version (16PF®5) Basic Traits Inventory (BTI) Hogan Personality Inventory (HPI) Motives, Values, Preferences Inventory (MVPI) NEO - Personality Inventory -Revised (NEO-PI-R™) Emotional Quotient Inventory (EQ-i®) Campbell Interest and Skill Survey (CISS®) Interest, Determination, Exploration and Assessment System (IDEAS™) Strong Interest Inventory (Strong) Career Interest Profile (CIP v2) Career Values Scale (CVS) Raven's Progressive Matrices (RPM) 	<ul style="list-style-type: none"> Myers-Briggs Type Indicator (MBTI®) Career Interest Profile (CIP v2) Interest, Determination, Exploration and Assessment System (IDEAS™) Adolescent Personality Questionnaire (APQ) Raven's Standard Progressive Matrices (SPM)

Development of THE CAREER INTEREST PROFILE CIP

A new SA career assessment

By: Prof Kobus Maree

Our purpose was to develop a post-modern career interest questionnaire with a view to its application in schools and tertiary institutions; one that would yield a stable career profile. After executing our carefully planned research strategy and analysing the results, we concluded that the CIP yielded satisfactory results with regard to, inter alia, trustworthiness, assessment-reassessment reliability and intercorrelations with the Rothwell-Miller Interest Blank. Nonetheless, the CIP should be regarded as "work-in-progress", and we are currently analysing our second stream of data. What we can justifiably say at this stage, is that the CIP provides psychologists with a useful instrument for the identification of career interest profiles of Grade 11 learners in South Africa.

Furthermore, although our sample included only Grade 11 learners, it can probably be assumed that the CIP can be used for Grade 9, 10 and 12 learners and probably adults as well, until other information becomes available.

Although a list in which CIP career categories are linked with possible careers (based on empirical work) is provided, it is crucial to understand that this list should be used only as a very broad guideline to facilitate discussions on possible fields of study or careers. The list should never be used as an easy substitute for meticulous job analysis. Our hope is that the CIP will eventually be used by South Africans of all ages.

For more information please contact us on: (011) 781 3705 or email info@jvrafrica.co.za

LEVERAGING THE ORGANISATION'S VISION TO ALIGN LEADERS AND UNLOCK POTENTIAL

By Dr. Grant Freedman

The concept of a vision that serves as a guiding star towards which an organisation inexorably moves is part of virtually every organisation's vocabulary. Most organisations have a written vision statement. In most, this statement provides, at best, some vague sentences about something that is to be striven for – and something which is never attained. A compelling vision can provide a powerful unifying force that guides people at all levels of the organisation in the way they do their work every day. Yet this is often not the case, because the full value of what can be leveraged from the vision is not extracted.

We regularly work with organisations in which a clear understanding of what reaching the ideal of the vision will entail is absent, or clear only to the select few at the top of the organisation. Without this clarity, there can be no conscious connection between the activities of the rest of the organisation and the pursuit of the vision. These days, the literature on leadership emphasises the need to have leaders at all levels in the organisation, driving it forward. The vision can provide a useful tool to align leaders at all levels, allowing them to exercise discretion, make decisions and perform work that translates into a critical mass of co-ordinated effort that drives the organisation towards its guiding star.

Concepts closely related to that of vision in a strategic trilogy are mission and values. We argue that the mission of an organisation is to move from its current state to the desired future position and that the overarching task of the leaders at all levels is to strive to achieve the organisation's mission. Leaders at all levels determine why, what, when, where and how resources are sourced and applied and what methods are used to perform work. They also knit

levels guide the organisation effectively toward the achievement of this mission if it remains merely a one or two-sentence statement on a poster and has not been explored to make it a true guiding beacon? Unless one adopts a rigorous command-and-control type culture (which can stifle initiative and slow down decision-making), it is difficult to keep efforts focused, efficient and integrated with key organisational priorities, objectives and standards. Whilst values are a powerful unifying tool, describing how people should behave, it is equally essential to develop the picture of what people are striving for – the vision, to really leverage efforts. Building out the vision of the organisation can provide leaders at all levels with a framework that guides their efforts and ensures that they are focused in the same direction.

Figure 1 shows the task of leadership at all levels to take the organisation from the current circumstances (point X) towards the point where the ideals illustrated by the vision are the reality (point Y), over time. Building out the vision (point A) relates to the processes involved in creating a shared understanding of the desired future reality for the organisation. Using the vision statement as a guide, the vision may be explored in a number of ways and using a number of different approaches, at the various levels of the organisation. Some organisations prefer a top-down approach while others prefer more bottom-up input. Building out the vision must attempt to describe the desired future of the organisation as clearly as possible in terms of issues such as:

- Core business
- Geographic distribution
- Shape, size and boundaries
- Markets, industries and clients
- Key partnerships and relationships
- Products and services
- People and work
- Technology orientation
- Competitive advantage
- Values
- Triple bottom-line results

This process is like creating and colouring in the picture of what leaders want the organisation to be in time. This serves to align people and create a shared context for decisions and actions. In Gestalt terms, it assists leaders to make quality contact with phenomena in the interactive field and to bring those that are relevant into the foreground. Almost as importantly, the process assists leaders to relegate those phenomena that are less relevant to the background. This promotes awareness and understanding and will enhance the ability of people to make decisions appropriate to the achievement of the vision. The goal should be to spread this understanding as widely as possible to create a shared understanding.

Building out the vision creates a clearer strategic framework against which strategic development decisions (point B) can be made. The process should be managed at

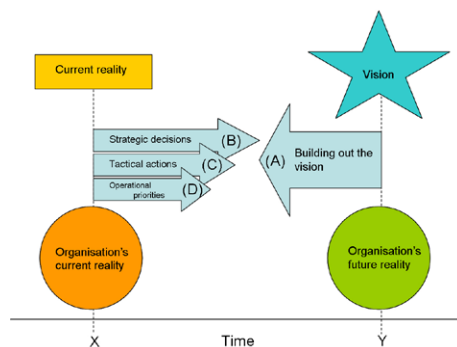


Figure 1: Building out the Vision provides a clear strategic framework for leaders at all levels.

together the social systems that make up a business, managing the human interfaces with colleagues, suppliers and clients. Values currently receive a good deal of attention, with many efforts to translate these into clear descriptions of how people are expected to behave whilst executing the mission.

The question is how can leaders at all

➔ COACHING RESEARCH OPPORTUNITY

We have an exciting offer of free coaching in emotional intelligence for executives as part of a PhD research project being done by one of our colleagues. The project will involve an assessment with the EQ-i, EQ-360, and possibly the MSCEIT, followed by a 10-session coaching process (one session a week). This opportunity will be available from 1 June 2009, so if you are aware of any executives who would be willing to participate in the process, please contact info@jvrafrica.co.za.

➔ CONGRATULATIONS

Congratulations to Ankie Rall of BHP Billiton recently won a CAS training at the 2009 ACSG conference held in Stellenbosch.

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two levels. Firstly, people at the appropriate levels need to have different levels of understanding of the built out vision in order for them to do their work in an empowered way, where they have the freedom to exercise initiative, but where combined efforts still remain integrated and co-ordinated. Secondly, this understanding must be cascaded downwards from strategic decisions, to tactical actions (point C) and to operational priorities (point D).

Leaders should constantly be translating the vision into strategic initiatives, tactical actions and operational priorities that make it easy for all the people in the organisation to perform their work in such a way that it drives the entire organisation to the point where the vision becomes reality. Strategic priorities may then be identified and decisions may be made. Tactical decisions

can also be made according to the strategic framework, underpinned by the strategic priorities. Operational priorities may then be aligned with the tactical decisions at the appropriate time. At the same time, leaders doing strategic, tactical and operational work must be able to keep their eyes on the guiding star of the vision.

Not only does this approach align and focus leaders, it allows leaders at all levels to align and focus their people in pursuit of a consistent goal, with a clear understanding of why certain things are happening, what, when, where and how they are happening and what their own particular roles are. This promotes focus, integration and co-ordination and creates an environment in which people can be empowered to take true ownership of their work.

→ UPCOMING EVENTS



PLEASE CONTACT THE RELEVANT JvR OFFICE TO SECURE A BOOKING OR TO OBTAIN FURTHER DETAILS.

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WORKSHOPS & CPD (points)

Conflict Management CPD Workshop 6 CEU's	17 April 2009 1 Day	Jhb R1 500.00
Team Dynamics: The Tavistock Approach Workshop	20 April 2009 1 Day	Jhb R3 200.00
Assessment Centre Training CPD Workshop 12 CEU's	07-08 May 2009 2 Days	CT R3 000.00
Career Coaching CPD Workshop 6 CEU's	12 May 2009 1 Day	Jhb R1 500.00
WAIS Interpretation Workshop	13 May 2009 1 Day	Jhb R2 500.00

ACCREDITATION TRAININGS

EQ-i® International Accreditation	14-16 April 2009 3 Day	Jhb R8 890.00
Team Emotional & Social Intelligence® (TESI®) International Accreditation	29 April 2009 1 Day	Jhb R4 275.00
Team Emotional & Social Intelligence® (TESI®) International Accreditation	29 April 2009 1 Day	CT R4 275.00
The NEW MBTI® International Accreditation	05-08 May 2009 4 Day	Jhb R12 500.00
EQ-i® International Accreditation	12-14 May 2009 3 Day	CT R8 890.00
EQ-i® Refresher Accreditation	18 May 2009 ½ Day	Jhb R 700.00
The NEW MBTI® International Accreditation	19-22 May 2009 4 Day	CT R12 500.00