



2nd South African Positive Social Sciences Symposium - Towards Thriving Youth

28 & 29 October 2013

Optentia Research Focus Area
North-West University
Vaal Triangle Campus
South Africa

Abstracts and Programme



OPTENTIA



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

®

ACKNOWLEDGEMENTS

Optentia thank the following individuals and organisations for their support of the South African Positive Social Sciences Symposium (SAPSS):

- Prof. Mark Bussin and 21st Century Business and Pay Solutions for a sponsorship for the symposium.
- Prof. Tinie Theron (Executive Dean of the Faculty of Humanities, North-West University, Vaal Triangle Campus) and Prof. Linda du Plessis (Vice-Rector, Vaal Triangle Campus, North-West University) for financial support.
- The Director of the School of Behavioural Sciences at the North-West University, Dr Elrie Botha and colleagues in the School, for their enthusiasm and support.
- Re-Psych-Able (the Psychology Student Society, North-West University, Vaal Triangle Campus) for their assistance during the symposium. We appreciate the assistance of the following students: Stephanie Muteba, Marina Van der Merwe, Victor Matla, Mambo Thabisele, Gerhardus Naude, Ntabi Mosea, Mpumi Bhila, Elaine Mokoena, Lebohang Mashwabati, BJ Matsobane, Fikile Maduna, Ratanang Makua, Chantel Pretorius, Marinda Henning, Leonie van Zyl, Shanae Theunissen and Keitumetse Tsematse.

I also thank the Conference Organising Team and specifically Ms Lynn Booysen for their engagement over the past months.

Prof. S. Rothmann

Chairperson: Second South African Positive Social Sciences Symposium

28 October 2013

OPTENTIA

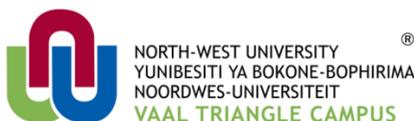


ABOUT OPTENTIA

The Optentia Research Focus Area (Optentia) emerged from an increasing focus on a positive approach in the social sciences. The mission of Optentia is to develop and organise knowledge for the optimal expression of individual, social and institutional potential. The uniqueness of Optentia is evident in three factors: *First*, it integrates the perspectives of the disciplines of Psychology, Industrial/Organisational Psychology, Educational Psychology, Educational Law, Sociology, Social Work and Labour Relations Management and takes a positive approach in research regarding the optimal functioning of individuals and institutions. This allows for a unique blend of skills and perspectives in research about the optimal use of potential. *Second*, we attracted top international expertise by appointing seven extraordinary professors, which contributes to the unique blend of skills and perspectives and supports competence building and innovation. *Third*, the research in the sub-programmes has a strong community and institutional focus, which contributes to social change and development of potential of people and institutions.

Optentia has five research sub-programmes. The *Flourishing and Virtuousness* sub-programme aims to research flourishing and virtuousness in life, work and institutions. The *Pathways to Resilience and Post-traumatic Growth* sub-programme explores how and why some South African children, youths, and adults adjust well to adversity, and flourish following experiences of trauma. The *Psychosocial Well-being and Communal Thriving* sub-programme studies the measurement and promotion of psychosocial well-being on three related levels, namely across a life-course, across life domains, and across cultures. The *Positive Relations* sub-programme focuses on research regarding positive employment relations that can address core issues in the employment relationship of trust, exchange and control. The *Talent Management* sub-programme investigates the current talent management practices in organisations with the aim of developing interventions to effectively attract, develop and retain talented employees in these organisations.

Optentia is located at the picturesque Vaal Triangle Campus of the North-West University (NWU), although it also has members at the Mafikeng Campus. Optentia has 24 permanent and 7 temporary participants. Currently, 42 Master's and 22 PhD students are registered within Optentia. Optentia members produced 61 (25.5 equivalents) peer-reviewed publications in 2012. A total of 92 (44.5 equivalents) peer-reviewed publications are expected in 2013. Finally, 75% of the publications are in ISI-listed journals.



MESSAGES FROM THE HOSTS

Message from the Executive Dean of the Faculty of Humanities, NWU, Vanderbijlpark



**Prof. Tinie Theron, Executive Dean:
Faculty of Humanities, NWU, Vaal
Triangle Campus**

revelation of a society's soul than the way in which it treats its children". If we wish to be known as a society with a healthy soul, then we need to purposefully shape society in culturally relevant ways that nurture thriving youth. Thus, my sincere hope is that each person who attends this 2013 symposium will leave better equipped to support youth to thrive.

I have deep pleasure in welcoming you to the 2nd South African Symposium on Positive Social Sciences 2013, hosted by the Optentia Research Focus Area, Faculty of Humanities, Vaal Triangle Campus, North-West University.

The focus of the 2nd Optentia Symposium is on thriving youth, and ways in which researchers, communities, service providers and practitioners can partner with youth to support their thriving. Given that many children and young people are placed at risk by their societies, I believe this focus to be pertinent and timely.

I trust that the 2nd Optentia Symposium will generate knowledge on how best to nurture thriving youth, particularly in southern Africa. As with the previous 2011 symposium, I am sure there will be ample opportunities for critical discussion, scholarly debate, skills development, and networking that can be harnessed toward optimising the well-being of our societies and, particularly our youth. To quote Nelson Mandela, "There can be no keener

Message of the Director of the Optentia Research Focus Area



**Prof. Ian Rothmann, Director: Optentia
Research Focus Area, NWU, Vaal
Triangle Campus, Vanderbijlpark**

The programme of the Second SAPSS includes high quality presentations and discussion. I hope that you will enjoy the presentations, discussions and stories of virtuous behaviour. I hope that the Second SAPSS will enable you to become involved in optimising individual, social, and institutional potential in Southern Africa.

Welcome to the Second South African Positive Social Sciences Symposium (SAPSS). The youth in southern Africa is an important focus area for research and intervention. For example, in South Africa, unemployment is mostly experienced by youth. Almost all of the job losses in 2009/10 were experienced by those under the age of 30, and with less than a Grade 12 education. Poor health and well-being, crime and corruption are serious issues in South Africa. Education also faces important challenges and young people are poorly prepared for further training and work. Therefore, research and intervention regarding leadership, employability, resilience, talent, positive relations and thriving are vital to optimise potential of individuals, institutions and communities. The aim of the symposium is to provide an update on theory, measurement and application in the domain of positive social sciences in general, and in particular as pertains to individual, social and institutional potential of youth in a multi-cultural context. The symposium will provide opportunities for discussion, debate, promotion of knowledge, development of skills, and future networking.

THE SYMPOSIUM ORGANISING TEAM



Prof. Ian Rothmann
(Chairperson)



Prof. Linda Theron
(Programme
Committee)



Prof. Tumi Khumalo
(Programme
Committee)



Prof. Nicolene Barkhuizen
(Marketing Committee)



Dr Elsabé Diedericks
(Registration
Committee)



Dr Karen van der
Merwe (Registration
Committee)



Dr Ansie Fouche
(Registration
Committee)



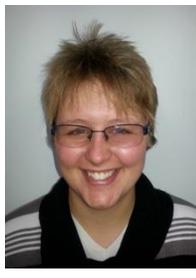
Ms Lynn Booyesen
(Administrative Officer)



Lerato Rasoaisi
(Registration
Committee)



Christiaan Bekker
(Registration
Committee)



Germari Kruger
(Registration
Committee)

OVERVIEW: SCIENTIFIC PROGRAMME

Monday 28 October 2013		Venue
07:45 – 09:00	Registration	Foyer, Voyager 1
09:00 – 10:45	Opening and Keynote Addresses	Voyager 1
10:45 – 11:15	Refreshments	Garden Restaurant (Quest)
11:15 – 13:00	Oral Presentations	Voyager 1 Conference Room 3
13:00 – 14:00	Lunch	Garden Restaurant (Quest)
14:00 – 14:45	Keynote Address	Voyager 1
14:45 – 15:45	Oral Presentations	Voyager 1
15:45 – 16:15	Refreshments	Voyager 1 Conference Room 3
16:15 – 17:15	Oral Presentations	Voyager 1 Conference Room 3
17:15 – 18:15	Keynote Address	Voyager 1
18:00 –	Function	Garden Restaurant (Quest)

Tuesday 29 October 2013		Venue
07:45 – 08:15	Registration	Foyer, Voyager 1
08:15 – 10:45	Keynote Addresses	Voyager 1
10:45 – 11:15	Refreshments	Garden Restaurant (Quest)
11:15 – 13:00	Oral Presentations	Voyager 1
13:00 – 14:00	Lunch	Garden Restaurant (Quest)
14:00 – 16:00	Oral Presentations	Voyager 1 Conference Room 3
16:00 – 16:30	Refreshments	Garden Restaurant (Quest)

OVERVIEW: SCIENTIFIC PROGRAMME

Wednesday 30 October 2013		Venue
08:00 – 08:30	Registration	Venue A, Quest Conference Centre
08:30 – 12:30	Workshop: Positive education (Prof. H.H. Knoop)	Venue A, Quest Conference Centre

Wednesday 30 October 2013 – 1 November 2013		Venue
08:00 – 08:30	Registration	Optentia Indaba Room, Building 7, G13, NWU (Vaal Triangle Campus)
08:30 – 16:30	Workshop: Manuscript development (Prof. E. Mpofu)	Optentia Indaba Room, Building 7, G13, NWU (Vaal Triangle Campus)

KEYNOTE AND PLENARY SPEAKERS



Prof. Mark Bussin



Prof. Hans Henrik Knoop



Prof. Elias Mpopu



Dr Marius Meyer



Prof. Tuntufye Mwamwenda



Prof. Marius Stander



Prof. Tumi Khumalo



Prof. Linda Theron



Dr Danie du Toit



Prof. Vera Roos



Dr Karen van der Merwe

 <p>Enabling optimal expression of individual, social and institutional potential</p>	<p>Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Monday, 28 October 2013</p>	 <p>Enabling optimal expression of individual, social and institutional potential</p>
<p>07:45 – 09:00 Registration and Refreshments Venue: Foyer, Voyager 1 (Quest Conference Centre) and Garden Restaurant)</p>		
<p>09:00 – 11:00 <i>Chairperson: Prof. S. Rothmann, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i></p>		
<p>09:00 – 09:10 Opening <i>Prof. L. Du Plessis, Vice-Rector, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>09:10 – 09:20 Music: NWU (Vaal Triangle Campus) Choir Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>09:20 – 09:30 Introducing the Second SA Positive Social Sciences Symposium <i>Prof. S. Rothmann, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>09:30 – 10:15 Keynote Address: Bright stories from dark places: Celebrating glimpses of resilience in young people's lives. <i>Prof. Robbie Gilligan, Professor of Social Work and Social Policy, Trinity College, Dublin, Ireland</i> Venue: Voyager 1 (Quest Conference Centre)</p>		
 <p>Enabling optimal expression of individual, social and institutional potential</p>		 <p>Enabling optimal expression of individual, social and institutional potential</p>

	Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Monday, 28 October 2013	
Enabling optimal expression of individual, social and institutional potential	Enabling optimal expression of individual, social and institutional potential	
<p>10:15 – 10:45</p> <p>Keynote Address: Perceptions of Positive Youth Functioning: Lessons From the Dynamics of Context and Well-Being <i>Prof. Itumeleng Khumalo, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i></p> <p>Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>10:45 – 11:15</p> <p><i>Coffee / Tea</i></p> <p>Venue: Garden Restaurant (Quest Conference Centre)</p>		
<p>11:15 – 11:45</p> <p>Plenary Session: Developing Psychological Maturity In Young Leaders <i>Dr Danie du Toit, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i></p> <p>Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>11:45 – 12:15</p> <p>Plenary Session: Development of Young Leaders: A Coaching Approach <i>Prof. Marius Stander, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i></p> <p>Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>12:15 – 13:00</p> <p>Plenary Session: Total Rewards Strategy for a Multigenerational Workforce <i>Prof. Mark Bussin, 21st Century Business and Pay Solutions, Johannesburg, South Africa</i></p> <p>Venue: Voyager 1 (Quest Conference Centre)</p>		
		
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 Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Monday, 28 October 2013			
Enabling optimal expression of individual, social and institutional potential		Enabling optimal expression of individual, social and institutional potential	
13:00 – 14:00 Lunch Venue: Garden Restaurant (Quest Conference Centre)			
14:00 – 14:45 Chairperson: Prof. Nicolene Barkhuizen, <i>Optentia Research Focus Area, NWU (Mafikeng Campus), South Africa</i>			
14:00 – 14:45 Keynote Address: Employability of the Youth: A New Mind and Skills Set: From Job Creation to Work Creation <i>Dr Marius Meyer, CEO, South African Board for People Practices</i> Venue: Voyager 1 (Quest Conference Centre)			
Chairperson: Dr A. Fouche Venue: Voyager 1 (Quest Conference Centre)		Chairperson: Dr E. Botha Venue: Conference 3 (Quest Conference Centre)	
14:45 – 15:15 Family Psychosocial Well-being: A Model for South African Families <i>V. Koen, School of Nursing, NWU (Potchefstroom Campus), South Africa</i>		14:45 – 15:15 The Psychological Contract: Implications for the Employment Relationship <i>E. Diedericks, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>	
15:15 – 15:45 An Outlook on Child Sexual Abuse Prevention and Risks as Viewed by Social Work Clients <i>A. Fouche, Y. Steyn & E. Truter, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>		15:15 – 15:45 Reflecting on the Gordian Knot of Learner Accountability <i>E. de Waal, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>	
			
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 Enabling optimal expression of individual, social and institutional potential	
15:45 – 16:15 <i>Coffee / Tea</i> Venue: Garden Restaurant (Quest Conference Centre)	
16:15 – 16:45 A Positive Psychology Intervention for Women Who Have Experienced Childhood Sexual Abuse: Emerging Research Questions <i>H. Walker-Williams & A. Fouche, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>	16:15 – 16:45 Unsung Heroes: Religious Coping of Grandmothers Who Foster Children <i>K. van der Merwe, C. Bekker, G. Kruger, L. Rasoaisi & T. Jefferis, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>
16:15 – 18:00 Chairperson: Prof. Nicolene Barkhuizen, <i>Optentia Research Focus Area, NWU (Mafikeng Campus), South Africa</i>	
Plenary Session: Venue: Voyager 1 (Quest Conference Centre)	
16:45 – 17:15 Plenary Session: “It’s All in the Eye of the Beholder: Intergenerational Experiences from the Perspective of Young Adults in South Africa <i>Prof. V. Roos, Ms U. Nagel & Dr J.R. Hoffman, African Unit for Transdisciplinary Health Research, NWU, Potchefstroom Campus, South Africa</i> Venue: Voyager 1 (Quest Conference Centre)	
	
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<p>Enabling optimal expression of individual, social and institutional potential</p>	<p>Enabling optimal expression of individual, social and institutional potential</p>	
<p>17:15 – 18:00 Keynote Address: Social Capital Resource Effects on the Work Participation of Refugees: Results and Implications of a Systemic Mixed Studies Review <i>Prof. Elias Mpofu, University of Sydney, Australia</i> Venue: Voyager 1 (Quest Conference Centre)</p>		
<p>18:00 Symposium Function - Venue: Garden Restaurant (Quest Conference Centre)</p>		
		
<p>Enabling optimal expression of individual, social and institutional potential</p>		<p>Enabling optimal expression of individual, social and institutional potential</p>

 Enabling optimal expression of individual, social and institutional potential	Proceedings - First South African Positive Social Sciences Symposium Proceedings – Tuesday, 29 October 2013	 Enabling optimal expression of individual, social and institutional potential
07:45 – 08:15 <i>Coffee/ Tea</i> Venue: Garden Restaurant (Quest Conference Centre)		
08:15 – 10:45 Chairperson: Prof. I. Khumalo, <i>Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>		
08:15 – 09:00 Keynote Address: Positive psychology in education: The joy of learning as a precondition for academic performance Prof. Hans Henrik Knoop, <i>Positive Psychology Research Unit, Danish School of Education, University of Aarhus, Denmark</i> Venue: Voyager 1 (Quest Conference Centre)		
09:00 – 09:45 Plenary Session: Can I see your matric certificate please? Exploring the positive narrative of a high school dropout <i>Jean Pelser, Cambridge University, United Kingdom</i> Venue: Voyager 1 (Quest Conference Centre)		
09:45 – 10:45 Keynote Address: The Triumph and Prosperity of Education in Africa Prof. Tuntufye Mwamwenda, <i>Nelson Mandela Metropolitan University, Port Elizabeth, South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
10:45 – 11:15 <i>Coffee / Tea</i> Venue: Garden Restaurant (Quest Conference Centre)		
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	Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Tuesday, 29 October 2013	
Enabling optimal expression of individual, social and institutional potential	Enabling optimal expression of individual, social and institutional potential	
11:15 – 12:30		
Session 1: Father-A-Nation: Vision and Mission <i>Craig Wilkinson, Founder and Executive Director, Father-A-Nation</i>		
Session 2: Integrating Research and Community Psychology <i>Dr Karen van der Merwe, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
Session 3: Ethical Aspects: The Non-negotiable Foundation of Research and Community Engagement <i>Leonie van Zyl, School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
Session 4: Defeating the Odds: Becoming the Fathers We Never Had <i>Marinda Henning, Chantel Pretorius, Shanaé Theunissen, School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
Session 5: Ethnodrama: Dramatizing Research Findings <i>Keitu Tsematse and Elaine Koekemoer, School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
Session 6: Future Research Presentation and Discussion <i>Marinda Henning and Divan Bouwer, School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa</i> Venue: Voyager 1 (Quest Conference Centre)		
		
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 Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Tuesday, 29 October 2013			
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12:30 – 13:00 Plenary Session: Khazimula: A Resilience-Strategy to Promote Thriving Youth <i>T. Jefferis, A. van Rensburg, D. Khambule, D. Bouwer & Prof. L. Theron</i> Venue: Voyager 1 (Quest Conference Centre)			
13:00 – 14:00 <i>Lunch</i> Venue: Garden Restaurant (Quest Conference Centre)			
Chairperson: Dr E. Diedericks Venue: Voyager 1 (Quest Conference Centre)		Chairperson: Prof. L. Theron Venue: Conference 3 (Quest Conference Centre)	
14:00 – 14:30 Well-being of Students in a Higher Education Institution: A Structural Model <i>K.R.F. Mokgele, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>		14:00 – 14:30 The Relationship between Services and Resilience <i>A. van Rensburg, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i>	
14:30 – 15:00 Psychological Meaningfulness and Work Engagement of Secondary School Educators in Namibia <i>M. Janik, Department of Human Sciences, University of Namibia</i>		14:30 – 15:00 The Role of Emotional Intelligence in the Middle Adolescent Maths Achievement <i>P. Erasmus, Optentia Research Focus Area, NWU (Mafikeng), South Africa</i>	
			
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 Proceedings - Second South African Positive Social Sciences Symposium Proceedings – Tuesday, 29 October 2013 	
Enabling optimal expression of individual, social and institutional potential	
<p style="text-align: center;">15:00 – 15:30</p> <p style="text-align: center;">Drivers of Work Engagement of Staff Members of A Higher Education Institution In Namibia</p> <p style="text-align: center;"><i>L. Marques, Department of Human Sciences, University of Namibia</i></p>	<p style="text-align: center;">15:00 – 15:30</p> <p style="text-align: center;">Sources of Life Meaning Among South African University Students</p> <p style="text-align: center;"><i>W. Nell, Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa</i></p>
<p style="text-align: center;">15:30 – 16:00</p> <p style="text-align: center;">An Investigation into the Self-Perceived Mental Health of Industrial and Organisational Psychologists in South Africa</p> <p style="text-align: center;"><i>L. van Zyl, E. Coetzee (Department of Industrial and Organisational Psychology, UNISA, South Africa) & M.W. Stander (Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa)</i></p>	<p style="text-align: center;">15:30 – 16:00</p> <p style="text-align: center;">Qualitative Research on Resilience in Selected Groups of Students of the Pedagogical Faculty of Palacky University in the Czech Republic</p> <p style="text-align: center;"><i>Zuzana Hrnčířiková, Faculty of Education, Palacky University, Czech Republic</i></p>
<p>16:00</p> <p><i>Refreshments</i></p> <p>Venue: Garden Restaurant (Quest Conference Centre)</p>	
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ABSTRACTS – PRESENTATIONS

TOTAL REWARDS STRATEGY FOR A MULTI-GENERATIONAL WORKFORCE

Mark Bussin

21st Century Business and Pay Solutions, Johannesburg, South Africa

ABSTRACT

The presence of different generations in a workforce can cause several complications in terms of employee performance and rewarding a workforce effectively. The preferences that each generation has towards a certain reward differ and therefore nullify a homogeneous total reward strategy. The study is aimed at uncovering if there are any generational specific preferences for certain rewards; and if they exist, can a company use them to attract, motivate and engage their workforce better than with a standardised total reward package as currently exists in the work environment. A quantitative study using a questionnaire as the data collection method was performed on a company in the South African financial industry, to determine if there is any evidence of a disparity in the preferences the identified generations have to the same package of rewards. The number of respondents that completed the survey and made up the total sample size, were 6 316 respondents, which is a 24% representation of the total population. It was found that the different generation cohorts have different preferences to components of the total reward package. It was concluded that a company should make use of the products/services it provides to the public, and offer it at a discount rate or free to its employees. This can possibly increase motivation and engagement of employees which will lead to overall job satisfaction. The study found that the employees were satisfied with most of the rewards they had received and they feel that the rewards they receive are market related. A high percentage of employees indicated that they would increase their level of performance if they received compensation for their performance. The only reward measured was the payment of a bonus, so the statement cannot be generalised for all reward types. As each of the various categories of employees value reward differently, a more strategic approach in using the total reward package should be considered by the employer.

Dr Mark Bussin, a Compensation and Strategic Talent Management expert is an extraordinary professor in the Optentia Research Focus Area. Mark completed a B.Sc (University of the Witwatersrand: 1981-1983), a Higher Diploma in Personnel Management (Wits Business School: 1984), Master's in Management (Wits Business School: 1992-1993), and a Doctor in Commerce degree (University of Johannesburg: 2002-2004). Mark is a member of the Institute of Directors, an Exco member of the SA Award Association (and also served as the president of the association for four years), a member of World of Work (formerly the American Compensation Association) and is registered as a Master Human Resource Practitioner at the SA Board for Personnel Practice. He lectured at various universities in South Africa and also supervised more than 25 master's and doctoral students. Mark is currently Executive Chairman of 21st Century Business and Pay Solutions.

REFLECTING ON THE GORDIAN KNOT OF LEARNER ACCOUNTABILITY

Elda de Waal

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

A shortcoming that has recently been identified in the South African education system is that of accepting accountability for successful public schooling. On the one hand, several education partners believe their hands to be legally tied when it comes to maintaining control and discipline by holding learners accountable; on the other hand, among other things, modern technology such as computers and cellular phones, has incontestably complicated holding learners accountable for their conduct. When do fundamental learner rights override public schools' right to maintain legally supported learner discipline? How would and do courts approach corrective school disputes and what would guide them in reaching their decisions? This paper aims at gleaning insight regarding accountability firstly from the Constitution of the Republic of South Africa Act 108 of 1996. Secondly, the paper will briefly point out the existing guidelines concerning learner accountability found in legislation and subordinate legislation. Thirdly, aspects that reflect on learner accountability in selected case law from the US and South Africa will be analysed.

Elda de Waal is an Associate Professor in Education Law at the NWU, Vaal Triangle Campus, and a past President of the South African Education Law Association [SAELA]. Two of her PhD students were selected to be part of Erasmus Mundus programme with the University of Antwerp in cooperation with Prof. Jan De Groof (College of Europe). Elda's research focuses on creating a legal framework for successful public schooling in South Africa. She has published alone and with several national and international authors on comparative education law aspects that are relevant to improving South African public education. Her current focus is on the educational partners' individual accountability. She loves her country and its people – and dreams of a successful South Africa.

THE PSYCHOLOGICAL CONTRACT: IMPLICATIONS FOR THE EMPLOYMENT RELATIONSHIP

Elsabé Diedericks

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

South Africa has been experiencing a pandemic of labour unrest the past few years which is costing the country a severe loss in revenue, not to mention its credibility in the eyes of the world. Therefore, a healthy employment relationship is absolutely imperative, as positive relations promote positive individual and organisational outcomes; whereas negative relations accompanied by negative feelings result in counterproductive behaviour. Many factors contribute towards positive employment relations, one being a healthy psychological contract which fundamentally contributes towards understanding the exchange relationship between employer and employee. Psychological contract refers to unwritten expectations and perceived reciprocal obligations that govern the relationship employer and employee enter into with regard to policies and practices in the organisation. When employer-employee expectations do not align, negative consequences in work behaviour result. A new generation is entering the workforce; those born between the early 1980's and the late 1990's – referred to as Generation Y. The 'old' psychological contract to which generations of employees have become accustomed is being superseded by a 'new' psychological contract which reflects the needs of the current organisational environment. The major difference between the 'old' and 'new' psychological contracts is that employers are giving less job satisfaction, in return receiving less loyalty from employees. Today employees are given more developmental opportunities, whilst the employer expects to be given more flexibility.

Elsabé Diedericks is currently a senior lecturer in Labour Relations Management and subprogramme leader of Positive Relations in Optentia. She started her tertiary studies at the former Potchefstroom University where she obtained BA and Honours (Applied Linguistics) degrees, a Higher Education Diploma and after twenty-one years of teaching and lecturing in the secondary and FET sectors, she obtained an honours degree in Industrial Sociology at the NWU in 2006. After being an HR manager in the FET sector for ten years, she started as lecturer at the NWU in September 2007. Since then she has obtained her master's and PhD in Labour Relations Management from the NWU (Vaal Triangle Campus). Her research interests are in the fields of positive employment relationships, group dynamics, the psychological contract, and employability.

DEVELOPING PSYCHOLOGICAL MATURITY IN YOUNG LEADERS

Danie H. du Toit

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

Psychological maturity is regarded as a cornerstone of authentic leadership. Psychological maturity and its development are not yet well understood. In South Africa with its shortage of competent leaders and the need to “fast track” young affirmative action leaders, it is critical to understand psychological maturity and how to develop it. In this presentation two developmental approaches to leadership psychological maturity will be discussed: The first is Torbert’s constructive development framework on how leaders develop the ability to deal with increased complexity of environment. Constructive development theory is based on Piaget’s stages of growth. The second is the stages of developing psychological maturity as described by post-Jungians and applied to leadership development. The practical implications of these two approaches in developing mature leaders at a young age will be discussed.

Danie du Toit is a registered Industrial Psychologist, senior lecturer at the NWU (Vaal Triangle Campus), co-author of peer-reviewed articles, a chapter in a text book and presenter at numerous national and international conferences. His main areas of interest are: applying Jungian concepts in organisations and research, focussing on personal and leadership development using art therapy, stress, gender inequality in the workplace, conflict management, relationship adaptation, dealing with fear and anger.

THE ROLE OF EMOTIONAL INTELLIGENCE IN THE MIDDLE ADOLESCENT'S MATHS ACHIEVEMENT

Petro Erasmus

Optentia Research Focus Area, NWU (Mafikeng Campus), South Africa

ABSTRACT

There is both internationally and nationally great concern about the poor achievement of the adolescent's achievement in mathematics. Numerous studies have been undertaken to explain this phenomenon, since mathematics achievement is of cardinal importance to any developing country and to the future careers of the adolescent. Research has shown inter alia that mathematics achievement at school is one of the best predictors of success at tertiary level and that there is a statistically significant correlation between mathematics achievement and aspects of study orientation in mathematics. The study focused on the nature of emotional intelligence and study orientation in mathematics, the nature and meaning of mathematics achievement, the extent to which (a combination of facets of) emotional intelligence and study orientation predict(s) the mathematics achievement of middle-adolescents and also compared the performance of the different grade groups (represented in this study). The study was based on a socio-constructivist paradigm, which had developed from the interpretivist paradigm. Both quantitative and qualitative data-gathering techniques were implemented in this study. Altogether 435 learners in Grades 9 and 11 from the three English medium high schools in the Mafikeng region took part in the study. The quantitative component of the study comprised the implementation of two standardised questionnaires: an EI questionnaire, the Bar-On EQ-i: YVTM, and the Study Orientation Questionnaire in Mathematics (SOM). Qualitative techniques implemented in the study included focus group interviews, observation, field notes, and the use of a reflective journal. The results indicated that a combination of the facets of emotional intelligence and the dimensions of study orientation could be considered potential predictors of the middle adolescent's mathematics achievement. The following EI components also emerged from the results as predictors of mathematics achievement: general mood, adaptability and intrapersonal behaviour. The following SOM dimensions were predictors of mathematics achievement: problem-solving behaviour, study habits, information processing and mathematics anxiety.

The focus of my PhD and Master's research was the role of emotional intelligence and study orientation in maths in the adolescent's maths achievement. I focus specifically on the functioning of the adolescents in our previously disadvantaged communities. My main research fields are middle early and middle childhood and adolescence as developmental phases and factors that impact on their effective functioning, which include resilience, coping styles, maths achievement and learning difficulties such as dyslexia, problem and risk-taking behaviour. I incorporate both qualitative and quantitative research methods. As an educational psychologist in private practice my focus areas are on therapies with individuals and families with a special interest in the use of narratives in therapy and counselling, play therapy and trauma counselling.

AN OUTLOOK ON CHILD SEXUAL ABUSE PREVENTION AND RISKS AS VIEWED BY SOCIAL WORK CLIENTS

Ansie Fouché

Yolinda Steyn

Elmien Truter

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

Due to the nature and scope of their work, social workers are confronted daily with cases of child sexual abuse (CSA). National norms and standards for early intervention and prevention services as contemplated in the Children's Act (38/2005) inter alia provide for the provision of information and support to high risk families, and developing the capacity of parents, care-givers and families to address family risk factors. Factors such as unemployment, poverty and substance abuse place families and communities at a higher risk than others for the occurrence of CSA. Members of these high risk families are often uneducated, unable to identify risk factors that may lead to CSA, and unskilled at preventing CSA. Current reported research has, to date, not yet explored what is known among high risk population about CSA risk and prevention factors. Social work is daily in contact with high risk families, and as a result of this contact is ideally suited to conduct research into the views of these families in respect of risk and protective factors. Therefore, the aim of this study was to explore the views of social work clients (parents or care-givers caring for minor children) on CSA risk factors and current CSA prevention efforts. Thirty-two, fourth year NWU social work students, placed at various welfare organisations in the Vaal Triangle, Nelspruit, Stilfontein and Heidelberg areas to do practical work, were trained by the authors as field workers to administer structured questionnaires. A total of 320 interviews were conducted with participants experiencing diverse social problems and who came from a variety of cultures and age groups. Potential child sexual abusers were considered to be strangers, step family, and only family and friends who have observable dysfunctional behaviour/traits e.g. criminal behaviour, school drop-outs and alcohol and drug addicts. Unsafe situations that were considered risk areas for CSA included isolated places and walking alone at night. Current CSA prevention strategies employed by participants included talking to and warning children about CSA. Implication for prevention efforts will be discussed.

Elmien Truter has been a registered social worker since 2008. She practised as a designated social worker (child protection) since 2008. In 2011 she completed her Master's in Forensic Social Work and in 2013 and was appointed a lecturer in the Subject Group: Social work at the Vaal Triangle Campus of the NWU. She is in the process of completing her PhD which pertains to South African designated social worker resilience. Her research interests include: pathways to resilience in designated social workers; aspects related to child sexual abuse and the child protection system in South Africa.

**BRIGHT STORIES FROM DARK PLACES – CELEBRATING GLIMPSES OF RESILIENCE
IN YOUNG PEOPLE’S LIVES**

Robbie Gilligan

Trinity College, Dublin, Ireland

ABSTRACT

Life may sometimes force young people into dark places, as they encounter serious challenges, singly or in some combination: poverty, violence, war, discrimination, displacement, the death of parents, serious family illness. The list goes on. And yet the remarkable thing is how often young people may fare relatively well in the face of challenging circumstances. Sometimes those good stories of survival and thriving may seem swamped by the bad stories from dark places. But the die is not necessarily cast by bad stories. We can learn a great deal from reflecting on the bright stories, big and small. We can learn how young people may sometimes be skilful in identifying resources and supports in their communities that are relevant to their circumstances. We can learn how young people may weave narratives that help them find positive meaning in certain experiences. We can learn how young people may find a motivation that sustains them as they move through dark places. We can discover the everyday supports that may help them to keep going and perhaps to achieve enduring gains in their lives despite enormous odds. This paper will celebrate both the capacity and resourcefulness that young people may show in the face of challenges, and also the responsiveness of those they may find supportive. It will draw on a rich range of sources to offer evidence and examples about the power of bright stories from dark places.

Robbie Gilligan is Professor of Social Work and Social Policy at Trinity College Dublin. He served as founding Head of the School of Social Work and Social Policy from August 2005 to July 2011. He is currently Associate Director of the Children's Research Centre at TCD. He was a visiting professor to universities in Prague, Lithuania and the United States of America. He is co-ordinator of the MSc in Child Protection and Welfare. Furthermore he teaches Social Studies, Social Work, Child Protection and Welfare, Disability Studies, Child and Youth Research.

DEFEATING THE ODDS: BECOMING THE FATHERS WE NEVER HAD**Marinda Henning****Chantel Pretorius****Shanaé Theunissen***School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa***ABSTRACT**

The study explored the life stories of 17 black South African mentors of the Father-A-Nation Project (age range = 23-51, 100% male). The Father A Nation (FAN) project was developed with the vision to restore and heal men to mentor orphaned and vulnerable children (OVC). In this multi-method research, questionnaires were used to identify the mentors' socio-demographic features, resources available to them and the sources of meaning in their lives. Mentors' life experiences were explored using semi-structured interviews and the qualitative data was subjected to thematic content analysis. It was found that the mentors utilised various resources to overcome adversities and that the FAN project added significant meaning to their lives. Future studies on mentor self-determination, subjective well-being and resilience are recommended, and how mentors contribute to mentee resilience.

FATHER-A-NATION: VISION FOR FUTURE RESEARCH

Marinda Henning

Divan Boucher

School of Behavioural Sciences, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

The vision for future research will be discussed. Research topics will be listed and discussed with the audience. All presenters will be available for answers.

QUALITATIVE RESEARCH ON RESILIENCE IN SELECTED GROUPS OF STUDENTS OF THE PEDAGOGICAL FACULTY OF PALACKY UNIVERSITY IN THE CZECH REPUBLIC

Zuzana Hrciríková

Faculty of Education, Palacky University, Czech Republic

The paper presents a research project which was conducted at the Faculty of Education of Palacky University in Olomouc (Czech Republic). In our project, we focused on resilience research group. Resilience of groups is the less often investigated phenomenon. Researchers tend to focus more on the group performing demanding tasks in stressful situations. Our research focuses on groups which emanate from the students of the Faculty of Education after the start of their graduate studies. These were heterogeneous groups, subjected to certain patterns of development and the dynamics of group development. In our research we tried to analyse the process of formation of these groups of students in the first year of studies at the Faculty of Education. Subsequently, we investigated the protective and risk factors with which resilient groups of students in the university environment interact. Qualitative research was conducted using focus groups and group interviews.

Zuzana graduated in Pedagogy. She has worked at the Faculty of Education of Palacky University in Olomouc (Czech Republic) as an assistant professor (Department of Education and Social Studies). She teaches pedagogical - psychological disciplines and management and ethics. In her research focus she deals with resilience. She explores protective factors of resilience groups. She is a successful researcher for many grant projects in the Czech Republic.

PSYCHOLOGICAL MEANINGFULNESS AND WORK ENGAGEMENT OF SECONDARY SCHOOL EDUCATORS IN NAMIBIA

Manfred Janik

Department of Human Sciences, University of Namibia, Windhoek

ABSTRACT

Educators worldwide struggle with high stress levels and high turnover intention. The history of the education system in Namibia indicates additional stressful and challenging conditions for educators. Since Independence, the Namibian education system has been experiencing constant transformation. Besides the general educator stressors, Namibian educators have to deal with the challenges of this transformation on a daily basis, which often leaves them overwhelmed and exhausted. Namibian educators leave their profession at a significant rate. This study focused on job and personal factors that educators ($N = 502$) in Namibian secondary schools need for an increased experience of meaningfulness that they find in their work, work engagement and intention to leave. A quantitative approach with a field survey design has been used with a non-random convenience sample of educators. The findings indicated that work-role fit and job enrichment, via psychological meaningfulness, had the strongest effects on the work engagement of educators. Educators who experienced their job as meaningful were more committed to their work. In addition, it was found that educators resign easier when they do not experience meaningfulness in their job. Also, a number of job factors (work-role fit, job enrichment, good co-worker relations, supervisor support, organisational support, rewards and recognition, cognitive resources) were indicated to affect the degree of meaningfulness that Namibian educators experienced. This study also found that sense of coherence contributed to meaningfulness. Furthermore, Namibian educators indicated that an experience of meaningfulness of their work contributed to positive work outcomes such as organisational commitment and organisational citizenship behaviour.

Manfred Janik obtained his matriculation certificate in 1986 at the Mariental Secondary School (Namibia), where-after he started with a BA-degree at the University of Pretoria (South Africa). After he had obtained the BA-degree, Manfred completed a Higher Education Diploma in 1990. Thereafter he started teaching at the Okahandja Secondary School in Okahandja, Namibia. During his teaching years, Manfred started pursuing an Honours degree in clinical psychology at the University of Namibia, which he completed in 1996. He then commenced his tertiary studies with the Master's degree in clinical psychology (University of Namibia), which he completed in 2000. After he had obtained his Master's degree, Manfred completed a one-year full-time clinical internship, whereafter he started his private practice. In 2006 he started to lecture psychology on a part-time basis at the University of Namibia. In 2008, Manfred accepted a full-time position as lecturer in psychology at the university. He completed a PhD in clinical psychology in 2013, under the supervision of Prof. Ian Rothmann (NWU).

KHAZIMULA: A RESILIENCE-STRATEGY TO PROMOTE THRIVING YOUTH

Tamlynn Jefferis
Angelique van Rensburg
David Khambule
Divan Bouwer
Linda Theron

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

The Pathways to Resilience Project is a five-country international project aimed at exploring formal service and informal pathways to resilience in youth (see www.resilienceresearch.org or www.optentia.co.za). The South African collaborators of the Pathways Project reflected on South Africa's Pathways project findings and relevant literature. These were transformed to develop the Khazimula strategy. Khazimula (which means 'shine' in Sesotho) aims to promote resilience and support youth towards thriving. This strategy includes three core transactions: dreaming (being future oriented, setting goals and changing perspectives), connecting (seeking and maintaining supportive relationships with family, community, culture and spiritual beings) and doing (negotiating for and making use of personal, familial, community and cultural resources) within supportive social ecologies. Khazimula sessions were held with 15 social workers and 30 youth leaders in Bethlehem and QwaQwa, over a three month period from May to July 2013. These participants evaluated Khazimula through open-ended questionnaires as well as draw-and-write methods with the social workers and youth leaders who attended the Khazimula sessions. This paper reports the evaluation findings, foregrounding why and how Khazimula was useful in supporting thriving youth, and draws attention to the limitations of Khazimula.

PERCEPTIONS OF POSITIVE YOUTH FUNCTIONING: LESSONS FROM THE DYNAMICS OF CONTEXT AND WELL-BEING

Itumeleng (Tumi) P. Khumalo

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

When South Africa is undeniably a multicultural country, embracing its diversity and having a place in the so-called global village, the levels of psychosocial functioning of its youth may be just as diverse. The efforts of positive youth development as occurring elsewhere have placed young people in a unique position which views them beyond being concerned with identifying and responding to their deficits. However, contemporary youth are faced with multiple challenges in the contexts within which they live, grow and develop. The South African youth are, by far, not an exception. Out of exploring data sets of school-going youth between the ages of 14 and 23 years, we want to take lessons from their perceptions and experiences of positive functioning. As the socio-environmental context plays a role in well-being outcomes and youth development, the critical questions before the “how are they doing?” ought to be “who are they?” and “where are they?” The environment, including schools, families and community neighbourhoods within which youth live, and how they are affected by it, form an important part of my enquiry. My talk will therefore highlight the manifestation of youth well-being (multi-faceted) and its dynamics with the socio-environmental context. Lessons from these young people not only have potential for public policy influence, but can be important catalysts for positive social change movements.

Tumi Khumalo is an associate professor at the NWU’s Optentia research focus area. He leads the Psychosocial Well-being and Communal Thriving sub-programme. He is a Clinical Psychologist, and has taught in a Psychology department. His primary interest is the measurement and cross-cultural application of psychological well-being among adults and youth. In 2011, he received his PhD, entitled: “The evaluation of the General Psychological Well-being and the Mental Health Continuum Models in an African context”. His research participation and output are demonstrated through peer-reviewed journal articles, book chapters, and supervision of students. He is currently a member of a team of editors for a South African undergraduate textbook on Positive Psychology.

POSITIVE PSYCHOLOGY IN EDUCATION: THE JOY OF LEARNING AS A PRECONDITION FOR ACADEMIC PERFORMANCE

Hans Henrik Knoop

*Positive Psychology Research Unit, Danish School of Education, University of
Aarhus, Denmark*

ABSTRACT

Education is of tremendous importance for the future, but much education is by far not effective enough. And, even more importantly, educational effectiveness is much too often poorly understood. To be sure, much is known about how to get good grades, but good grades are in themselves a poor measure of an interesting educational experience, even though they do count. Imagine reading the three volumes of the Lord of the Rings, and when being asked what you got out of it, you reply “a B”. It’s like being asked, what the purpose of reading a novel is, and answering “to finish it”. As ridiculous as it sounds, this is what can happen when goals and results trump processes in school and education. Today, psychology, and especially positive psychology, informs us well as regards educational processes worth the name – that is: how to view the flourishing of pupils and teachers as a *precondition* for high academic achievement rather than a result of it. The intrinsic value of the educational experience, the sense of self-determination, the optimal experience of flow, the joy of employing willpower and truly meaningful self-discipline are moving steadily towards the center of educational thinking. Not because there is undivided agreement that school and education should be joyful, but mainly because it is more effective, more sought after, more morally just, and more competitive in the long run. Clearly, no culture or society is served well by disengaged citizens and the last thing needed from education is disengagement.

Hans Henrik Knoop is an Associate Professor of Educational Psychology and Director of the Positive Psychology Research Unit at the Danish School of Education, University of Aarhus, Denmark. He is President of the European Network for Positive Psychology. He will present basic research and educational applications in two complementary formats: A keynote covering the main points from a theoretical perspective and a workshop focusing on applying positive psychology in education.

FAMILY PSYCHOSOCIAL WELL-BEING: A MODEL FOR SOUTH AFRICAN FAMILIES**Vicki Koen***School of Nursing, NWU (Potchefstroom Campus), South Africa***ABSTRACT**

This research, which formed part of a doctoral thesis, applied Dickoff, James, and Wiedenbach's (1968) approach in order to construct a model for the psychosocial well-being of South African families. The results from earlier qualitative research served as the empirical data base for the model, while relevant literature was used as theoretical evidence in the formulation thereof. The proposed model's structure and process illustrate the complexity of the process of family psychosocial well-being, the uniqueness of South African families as well as the potential for growth. This research describes an on-going research programme, of which the main aim is to develop a comprehensive, multi-faceted approach to enhance the well-being of families in different South African contexts. One of the objectives set to meet this aim will entail the investigation of various methods and/or therapies' effectiveness in enhancing family well-being in different South African contexts.

Vicki Koen is currently appointed as a Research Officer at the School of Nursing Science, NWU, Potchefstroom. She has a BA degree in Psychology and Communication, an Honours degree in Psychology, a MA degree in Psychology, a MA degree in Research Psychology and a PhD in Psychology. She is also registered with the HPCSA as a Registered Counsellor and Research Psychologist.

DRIVERS OF WORK ENGAGEMENT OF STAFF MEMBERS OF A HIGHER EDUCATION INSTITUTION IN NAMIBIA

Lilita Marques

Department of Human Sciences, University of Namibia, Windhoek

ABSTRACT

The aim of this study was to investigate the antecedents of work engagement of staff members of the University of Namibia. Work engagement has become crucial for the performance, productivity, and profits of organisations across industries. Institutions of Higher Education across the world have experienced tremendous changes during the past few decades. Academics have been envied for their tenure, light workloads, flexibility and perks, such as overseas trips for study and conference purposes, and the freedom to pursue their own research interests. However, during the past two decades many of these advantages have been eroded and higher education institutions no longer provide the low stress working environment that they once did, thereby threatening the ability of staff members of such institutions to engage meaningfully in their work. The potential costs of work disengagement to organisations include low morale, low quality of services and products, and high absenteeism and turnover rates. A structured questionnaire comprising scales from relevant measuring instruments (Antecedents Scale, Work Engagement Scale) including two qualitative questions were used to collect both quantitative and qualitative data. Research participants included all the employees ($N = 306$) of the University of Namibia. Making use of SPSS 20.0, the researcher carried out the following statistical analyses: descriptive analysis, factor analysis, correlation analysis, hierarchical regression analysis and indirect effects. Results from the quantitative analyses showed that work engagement was significantly predicted by work role fit, co-worker relations, supervisory relations, job enrichment and organisational support. The results further demonstrated the significant effect of qualifications and job position on work engagement. Content analysis of the qualitative data indicated that employment resources played a significant role in work engagement, both as contributing and restraining factors. Work overload and management style were identified as significant restraining factors which detracted from work engagement. This study provides important knowledge pertaining to the antecedents of work engagement which can be used to develop future intervention strategies to deal with the engagement of staff members.

Lilita Marques obtained her matriculation certificate in 1998 at PK de Villiers Secondary School in Keetmanshoop (Namibia). The following year she enrolled for a BA-degree majoring in both clinical and industrial psychology. After completion of BA-degree, she started working as an industrial psychology tutor for the Psychology Department at the University of Namibia. In 2006 she commenced with a Master of Commerce degree (I/O Psychology) at the University of Cape Town (South Africa). Upon her return, she was appointed as lecturer in the Psychology Department at the University of Namibia. In 2009, she registered for a Doctor of Philosophy degree (Industrial Psychology) at the University of Namibia, under the guidance of Prof. Ian Rothmann (NWU, South Africa). She obtained her PhD degree in 2013.

EMPLOYABILITY OF THE YOUTH: A NEW MIND AND SKILLS SET - FROM JOB CREATION TO WORK CREATION

Marius Meyer

CEO: SA Board for People Practices (SABPP), South Africa

ABSTRACT

The problem of youth unemployment is a crisis in South Africa, the African continent and many other parts of the world. Universities are challenged to build collaborative models for integrating higher education with the needs of the working world, with a specific focus on addressing the need for youth employability in the modern knowledge economy. Unless society and institutions of society improve youth employability, a second Arab spring, or rather first “Africa spring” may emerge in Southern Africa. In view of the national skills shortage, the South African economy cannot afford to perpetuate the current level of unemployment, and graduate unemployment or under employment in particular. This paper debates the issue of youth employability and the global relevance of universities in the knowledge economy using a multi-stakeholder approach, and provides recommendations to improve youth employability. The goal is to re-establish the trust society had in learning institutions as generators of knowledge and innovation, and to assist the youth in entering the work environment. However, a new mind set and skills set is required. While current efforts in job creation have failed, this paper proposes an alternative approach, i.e. work creation based on the principle of youth employability.

Marius Meyer is the CEO of the SA Board for People Practices, the professional body for human resource management in South Africa. His work experience includes lecturing, research, consulting in the fields of HR/HRD/OD, mentoring, coaching and leadership development, as well as organisation culture change. He is the author of 14 books on the above aspects. He also works in the field of measuring the ROI of training programmes to show the business impact of training. His goal is to help students and companies to optimise human potential and to ensure that they build the competence of their workforce.

WELL-BEING OF STUDENTS IN A HIGHER EDUCATION INSTITUTION: A STRUCTURAL MODEL

Rev Mokgele

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

The study tested a theoretically derived model of study demands, study resources, student burnout, student engagement, health and satisfaction with life. A cross-sectional survey was conducted with first-year students in three higher education institutions in South Africa ($N = 936$). The Study Demands and Resources Questionnaire, Oldenburg Burnout Inventory, Health Questionnaire and Satisfaction with Life Scale were administered. The results showed that study demands and three study resources (namely the nature of the task, relationships with lecturers and social support of fellow students) strongly predicted burnout and engagement. Burnout contributed to ill health symptoms, while engagement predicted satisfaction with life.

Rev Mokgele is currently finalising her PhD in Industrial Psychology. She is a registered general Personnel Practitioner, a member of the Institute of Personnel Management. She practised as a Human Resource Practitioner for 18 years, rising up to the level of Regional Human Resource Manager. She is currently a senior lecturer in Human Resource Management at the NWU (Mafikeng Campus).

**SOCIAL CAPITAL RESOURCE EFFECTS ON THE WORK PARTICIPATION OF
REFUGEES: RESULTS AND IMPLICATIONS OF A SYSTEMATIC MIXED STUDIES
REVIEW**

Elias Mpofu

University of Sydney, Australia

ABSTRACT

This presentation will consider the evidence for social capital as a resilience resource for work participation by refugees. The interactional effects of social influences on work participation prospects will be of specific focus, as will be the refugees' active engagement in negotiating their way into work roles. Evidence was reviewed from a systematic search of the literature from several data bases including Medline, CINAHL and Scopus. Sixteen of 39 studies identified to meet the inclusion criteria were retained for the final analysis. A narrative synthesis was applied to construct themes around received, perceived and actual social work participation enablers and barriers. The evidence suggests that refugees are active social agents in negotiating the social infrastructure of the host country for work participation. They apply a variety of entrepreneurial strategies to position themselves to prospective employers as valuable employees responsive to the demand side of businesses. They also seek opportunities as business partners in the areas in which they have expertise and also others suggested by perceived business opportunity. Refugees are valuable human capital best tapped with supportive social infrastructure resources in the host country. They typically seek work engagement and in doing so, likely may result in work participation roles that closely align to their self-perceptions as workers or business partners.

Elias Mpofu (Ph.D., DEd, CRC) is a Professor of Rehabilitation Counselling at the University of Sydney, Australia. He is a qualified rehabilitation counsellor and recipient of three international research awards in rehabilitation: Mary Switzer Distinguished Researcher Award (2008), National Council on Rehabilitation Education (NCRE), and the American Rehabilitation Counselling Association Research Award (2007). Professor Mpofu was also awarded the Rehabilitation Educator of the Year Award by the NCRE (2010) and an honorary doctoral degree in education by the University of Pretoria (2010). His research interests include the international classification of functioning, disability and health, qualities of life design measures in rehabilitation and health, community-oriented health services, prevention research and the interface between faith and health.

THE TRIUMPH AND PROSPERITY OF EDUCATION IN AFRICA

Tuntufye Mwamwenda

Nelson Mandela Metropolitan University in Port Elizabeth, South Africa

ABSTRACT

In view of the importance of education in the development of Africa, the present investigation looked at education at Early Childhood, Primary, Secondary, Tertiary and University levels, in the past thirty years. The investigation also looked at the goals of education as proposed by African Union Ministers of Education in the last 20 years. The study then critically examined the extent to which such goals have been, are being and will be achieved by the set date of 2015. The results showed that some goals have been accomplished; others will be realised by the year 2015, whereas the remnant will be met beyond the set date. Fifteen African countries selected from five major geographical regions of Africa, namely South, North, East, West and Central; linguistically represented by French, English and Arabic participated in the study. The Theme of the Triumph and Prosperity of Education in Africa is the amazing story of the triumph and prosperity of Education, Africa has encountered for the past thirty years, in bringing about total transformation in the entire system of education. It is a story that both Africans and other peoples of the world eagerly await to hear in this century.

Prof. Tuntufye Mwamwenda completed his contract some months ago as Research Fellow and Project Leader with the Africa Institute of South Africa, working on the Education for Africa Research Project, resulting in the publication of *The Triumph and Prosperity of Education in Africa*. He earned his PhD in Educational Psychology at the University of Alberta, Edmonton, Canada, and has had a distinguished career as researcher, consultant, author, academic and senior university administrator. Prof. Mwamwenda has taught at universities in Botswana, South Africa, Canada, and the United States of America. He is the author of *Educational Psychology: An African Perspective*, widely used as a textbook in Colleges and Universities in Africa. Moreover, he has had numerous publications in peer-reviewed national and international journals for the past three decades. Prof. Mwamwenda is currently a research and education mentor consultant with the Nelson Mandela Metropolitan University in Port Elizabeth, South Africa.

SOURCES OF LIFE MEANING AMONG SOUTH AFRICAN UNIVERSITY STUDENTS

Werner Nell

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

This presentation reports on a study that investigated the sources of meaning in life among a group of 243 South African university students, by employing a sequential exploratory mixed methods design. First, data from semi-structured questionnaires (n=40) were subjected to qualitative content analysis; next, from the emerging themes, a quantitative questionnaire was developed and administered to 203 students. Mean scores were computed and compared across gender and cultural groups. Relationships, especially with family, as well as hope, education, achievement, and religion were found to be most important sources of meaning; followed by service, creative self-expression, material possessions, hobbies, health, and pets. The qualitative analysis revealed that most of these sources were valued more for their perceived instrumental utility than for their intrinsic qualities. In light of the correlation between life meaning, psychological well-being, and academic performance, it is believed that a greater understanding of the sources from which university students derive life meaning has the potential to inform practical strategies and interventions that can pave the way towards achieving these outcomes and assist students in dealing with the obstacles they might encounter along the way.

Werner Nell is a senior lecturer in the School of Behavioural Sciences at the Vaal Triangle Campus of the NWU. He started his academic career as a student assistant in Sociology, in 1996. He was appointed as a part-time lecturer in 1999, and subsequently accepted a full-time position as senior lecturer in Sociology in 2004 where he has worked ever since. Werner obtained his PhD in Sociology in 2005 at the NWU. Werner's main research field is the study of psychosocial well-being, especially as it pertains to various aspects of spiritual, social, and cultural realities and to the relationship between people and the natural environment. His fields of specialisation are the sociology of dreams, the study of meaning in life, spirituality and well-being, and personal epistemology. Werner has also been involved in a variety of projects pertaining to various facets of human-nature interaction. Werner has supervised and served as an examiner of several post-graduate dissertations and theses.

**CAN I SEE YOUR MATRIC CERTIFICATE PLEASE? EXPLORING THE POSITIVE
NARRATIVE OF A HIGH SCHOOL DROPOUT**

Jean Pelser

University of Cambridge, United Kingdom

ABSTRACT

Jean is a high school dropout with a positive life story. His quest for a matric certificate has led him on an epic journey where his biggest fear transformed into his biggest dream. Jean has done a dozen different jobs over the years which all seem to have worked together in bringing him closer to his life goals. He has a keen interest in positive psychology and its application to education. His specific interest lies in the role of gratitude in education.

Jean Pelser holds a master's degree in Educational Psychology from the University of Cambridge. He has worked as a teacher in the Maldives and also as a research assistant and tutor at the University of Johannesburg for a number of years. He has a keen interest in positive education and did his master's thesis on gratitude as an intervention in the professional and personal lives of teachers. Jean is currently looking into applying for a PhD on the role of gratitude in education.

“IT’S ALL IN THE EYE OF THE BEHOLDER”: INTERGENERATIONAL EXPERIENCES FROM THE PERSPECTIVE OF YOUNG ADULTS IN SOUTH AFRICA

**Vera Roos
Ms U Nagel
Dr JR Hoffman**

African Unit for Transdisciplinary Health Research, NWU (Potchefstroom Campus)

ABSTRACT

Intergenerational relationships are the continuous actions and reactions between members of different generations. The continued increase in longevity accompanied by the persistent decline in fertility, entail that the population structure of developed as well as developing regions across the globe will dramatically alter over the course of time with challenging implications for the relationship between the generations on both the familial and societal levels. This research is motivated by evidence that effective relationships promote relational well-being and ultimately mental health. This research focuses on the perspective of young adults (between 21 and 30 years). The presentation will report findings of research that was conducted at a tertiary educational setting in which participants were purposefully selected according to their age group and their ability to verbalise their relational experiences. Nineteen young adults (eighteen women and one man) participated in the Mmogo-method®, a projective visual research method consisting of unstructured materials such as clay, straws and colourful beads which are used to make a visual representation of their relational experiences with people older than 60 years. Visual and textual data were obtained that were analysed by means of sequential analysis. Four types of intergenerational relational experiences will be presented as typologies, organised on two axes: Axe1 - physical and emotional intimacy versus distance, and Axe 2 - empathy versus judgmental. Young adults described the relationship with older people where they experienced physical and emotional intimacy, in combination with empathy as effective and relationships in which they would like to invest. On the other hand, the combination of relational qualities such as distance and being judgmental, is experienced as unpleasant and these ineffective relationships are only sustained by normative values.

Vera Roos has been a Professor of Psychology at the NWU’s Potchefstroom Campus since 2004. To date she has published 54 peer reviewed papers in national and international journals and contributed to 18 chapters in textbooks. She has also presented various papers and posters at national and international conferences on topics related to community psychology with a focus on enabling contexts, intergenerational relational well-being and the contributions of older persons in challenged contexts. Vera’s theoretical approach, namely that the broader social environment informs the dynamic processes in complex systems, provided the background for the development of the Mmogo-method®. Vera is committed to promote the relational and collective well-being of older people and communities in relation to the contextual realities by eliciting strengths and competencies. Vera is a NRF-rated scientist on level C2.

DEVELOPMENT OF YOUNG LEADERS: A COACHING APPROACH

Marius Stander

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

Llewellyn van Zyl

Department of Industrial and Organisational Psychology, Unisa, South Africa

ABSTRACT

The phrase “people leave managers, not organisations” is well-known within organisational contexts. However, do managers sufficiently invest in order to retain their talented people, or is this only lip-service to the idea of talent management? In times of economic recessions, technological change and intensified global competition, the worldwide organisational landscape has been transformed into a battleground for talent retention. The ability of organisations to compete internationally is largely dependent on their ability to find, develop and retain potential leaders through providing challenging and meaningful work. As employee turnover is costly, one way to retain talent is through providing personal and professional development opportunities. The paper will aim to highlight the significant role, function and impact of the manager as people developer as the conduit for the enhancement of young leaders’ experiences of empowerment and the consequences thereof on various organisational and individual outcomes. Practical experience shows that managers are not very competent in people development. Further, there exists a misalignment between senior managers’ expectations and young leaders’ preferred way of being managed and managing others. Consequently, the role of the manager as people developer can be quite challenging. Van Zyl and Stander (2013) argued that managers should function as personal ‘coaches’ for young leaders to aid in their personal and professional development. Coaches interested in developing young leaders need to steer away from a focus on “weaknesses” and move towards facilitating development through focusing on individual strengths. As limited scientific literature exists pertaining to strength-based models, methodologies and approaches for enhancing optimal development through coaching, this paper will aim to provide practitioners with an analytical strength-based coaching model for developing young leaders. An evidence-based approach, supported with by a meta-theoretical literature review was integrated in order to address the research questions.

Marius Stander is a professor and a management consultant specialising in the assessment and optimisation of talented people and teams. He has been lecturing Industrial Psychology on postgraduate level at the Potchefstroom University, NWU (Potchefstroom & Vaal Triangle Campuses) as well as UJ (previously RAU) and the University of Namibia. He studied at the University of Potchefstroom and NWU and holds an M Com (cum laude) and PhD in Industrial Psychology. Previously he was GM of an outsourcing company for two years. He is a registered Industrial Psychologist (HPCSA), Mentor and a Master HR Practitioner (SABPP). He has been consulting in South Africa and Namibia for various companies and local authorities over the past 28 years. His fields of expertise include talent management, assessment of potential, leadership development, team building, coaching and mentoring.

ETHNODRAMA: DRAMATIZING RESEARCH FINDINGS**Keitu Tsematse****Elaine Koekemoer***School of Behavioural Sciences, NWU, South Africa***ABSTRACT**

In this presentation a very concise theoretical background to ethnodrama will be presented. Ethnodrama is a means of clearly communicating research outcomes to research participants. It involves a form of participatory and interactive theatre. Data is not only presented, but data triangulation is achieved by validating remarks of participants who are the audience for the play

UNSUNG HEROES: RELIGIOUS COPING OF GRANDMOTHERS WHO FOSTER CHILDREN

Karen van der Merwe

Christiaan Bekker

Germari Kruger

Lerato Rasoaisi

Tamlynn Jefferis

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

This article reports on how religious coping contributes to and enhances meaning in the lives of gogos (grandmothers) who foster children. The research explored how religiosity and spirituality, traditional rituals, and involvement in church activities enabled these gogos to resile under difficult circumstances. A convenience sample of participants in this qualitative explorative study originated from an urban area in the Gauteng province ($n = 18$; aged between 50–80 years). The World Café method was the instrument used for data gathering. Four questions were discussed in groups at four different tables, after which participants rotated so that each participant contributed to each topic. Thereafter, the participants' feedback was video-recorded for transcription and thematic data analysis. The results illustrate how religiosity and spirituality are integral to participants' daily lives and culture. Other themes identified were the church as a resource and the centrality of cultural ritual practices.

Karen van der Merwe is a senior lecturer in the School of Behavioural Sciences on the Vaal Triangle Campus of NWU. Her research focuses on the role of religion and spirituality in holistic well-being. As educational psychologist she also has an interest in human development specifically in the African context.

INTEGRATING RESEARCH AND COMMUNITY PSYCHOLOGY: THE JOURNEY OF STUDENTS

Karen van der Merwe

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

In this presentation a concise explanation of the backdrop of students' involvement in the FAN project will be provided. In the Honours Psychology curriculum there are three modules that we integrate at the NWU, Vaal Triangle Campus. Thus, the pure theory of research and community psychology came to life for the students.

Karen van der Merwe is a senior lecturer in the School of Behavioural Sciences on the Vaal Triangle Campus of NWU. Her research focuses on the role of religion and spirituality in holistic well-being. As educational psychologist she also has an interest in human development specifically in the African context.

THE RELATIONSHIP BETWEEN SERVICES AND RESILIENCE

Angelique van Rensburg

Optentia Research Focus Area, NWU, Vaal Triangle Campus, South Africa

ABSTRACT

Serious concerns are being raised about the well-being of South Africa's young people. This article uses the Pathways to Resilience Youth Measure to examine the relationship between services and resilience through a quantitative cross-sectional study of 1209 Sesotho-speaking adolescents. The results indicate that no positive correlations exist between resilience and service use, but there are significant negative correlations between resilience and participants who had been in foster homes, questioned by the police, in jail, on probation, or had made use of substance abuse or addiction services. Strong correlations exist between service use satisfaction and resilience. We conclude that young people's satisfaction with the services used and not the mere fact of service use might support resilience. This has implications for social workers, including the need to nurture youth agency and healthy practitioner–youth bonds, and to shape communities towards providing constructive contexts where mandatory services are less necessary.

Angelique van Rensburg is a full-time PhD student in Educational Psychology within the Optentia Focus Area. She completed a Bachelors of Arts (Cum Laude) in 2007, Honours Educational Psychology (Cum Laude) in 2008, Masters in Educational Psychology in 2011. Her research focus is an Socio Ecological understanding of Resilience in rural South African youth. She has been part of the Pathways to Resilience Research Project (see <http://www.resilienceproject.org/>) since 2009; a collaborative project that involves researchers from Canada, China, South Africa, Colombia and New Zealand. This project is coordinated in South Africa by Professor Linda Theron from NWU, Vaal Triangle Campus in partnership with Professor Michael Ungar from Dalhousie University in Halifax, Canada.

ETHICAL ASPECTS – THE NON-NEGOTIABLE FOUNDATION OF RESEARCH AND COMMUNITY ENGAGEMENT

Leonie van Zyl

School of Behavioural Sciences, NWU, South Africa

ABSTRACT

When working with human beings, ethical considerations will always have to be kept in mind. For the purpose of the FAN-project, the research and community engagement was infused with ethical principles – research ethics governed data acquisition and ethics (foremost in community psychology) guided our facilitation of wellness programmes.

AN INVESTIGATION INTO THE SELF-PERCEIVED MENTAL HEALTH OF INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGISTS WITHIN SOUTH AFRICA

Llewellyn Van Zyl
Elzabe Coetzee

Department of Industrial/Organisational Psychology, UNISA, South Africa

Marius Stander

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

Little is known about the mental health of health care professionals within South Africa. Even less is known about the mental health of industrial and organisational psychologists (IOP) within this context. Seligman (2011) argued that the “top-end-outcome” of mental health culminates in the sustainable experience of flourishing. Flourishing is defined as a self-reported experience of subjective well-being characterised by high levels of emotional, psychological and social well-being and could act as an indication of individuals’ mental health. For the purpose of this investigation, mental health is defined as the experience of a balanced (positive versus negative) affect ratio, high levels of life satisfaction and moderate-to-high levels of flourishing. Therefore, the purpose of this paper was to investigate the self-perceived mental health of industrial and organisational psychologists (n = 360) within South Africa. A quantitative survey based research design was used. The Mental Health Continuum Short Form, Positive and Negative Affect Scale and Satisfaction with Life Scale were administered. The main contribution of this study would be a diagnosis of the mental health of IOPs in practice, with implications for continuous professional development, training and self-development.

Llewellyn van Zyl (PhD) is a registered psychologist (Category: Industrial) with the Health Professions Council of South Africa. He has completed a PhD in Industrial Psychology, specialising in Positive Psychological Interventions. He also holds a M.Com and Honours and Bachelor’s degrees in Industrial Psychology, obtained from the NWU (cum laude) at the top of his class. Llewellyn is a respected researcher, with contributions to peer-reviewed journals, chapters in international peer-reviewed books, and has conducted presentations at both national and international conferences. He is currently the co-managing director and principal psychologist with Psychai Management Consulting (Pty Ltd), where he specialises in the development and implementation of human potential development strategies. He is also involved with the University of South Africa (Unisa) as a Senior Lecturer and Researcher in Industrial and Organisational Psychology. At Unisa, he presents a weekly radio show regarding various aspects of psychology in the work context. Llewellyn was involved with the South African Journal of Industrial Psychology as a Section Editor, and hosted a special edition on positive organisational behaviour. He has extensive experience within the tertiary educational environment (as a lecturer and researcher), as well as within the private and public sectors (as a consultant). Llewellyn has a passion for strengths-based people development, coaching, happiness, consumer behaviour and social media.

A POSITIVE PSYCHOLOGY INTERVENTION FOR WOMEN WHO HAVE EXPERIENCED CHILDHOOD SEXUAL ABUSE: EMERGING RESEARCH QUESTIONS

**Hayley Walker-Williams
Ansie Fouche**

Optentia Research Focus Area, NWU (Vaal Triangle Campus), South Africa

ABSTRACT

A positive psychology intervention entitled “S2T” – from survivor to thriver – is based on guidelines developed by Dr Walker-Williams in her doctoral study. The main aim of this intervention programme is to enhance the coping, post-traumatic growth and psychological well-being of women who have experienced childhood sexual abuse. A quasi-experimental one group interrupted time series design was employed. Ten women ranging from 22-50 years were purposively selected and taken through the S2T intervention. The intervention spanned over a six week period (weekly two hour group facilitated sessions) with a delayed follow-up session and second post-test after four months. Multiple qualitative sources of data collection were used. From a preliminary data analysis, theoretical issues and emerging research questions which require empirical follow-up are: the influence of inclusion criteria; role of loss and traumagenic dynamics on post-traumatic growth; and the sustained usefulness of the S2T intervention over time.

Dr Hayley Walker-Williams has been a practising Clinical Psychologist since 2000. She was appointed as a senior lecturer in the Psychology Department in 2001 and is currently the subject chairperson. Hayley is a researcher in the sub-programme: Pathways to Resilience and Post-Traumatic Growth within the Optentia Research Focus Area. Her research interests include: post-traumatic growth and intervention research specifically in women who have experienced childhood sexual abuse. She also heads a multi-disciplinary research project on post-traumatic growth for women who have experienced sexual abuse as a child. Hayley’s expertise as a dedicated clinical psychologist include, inter alia, psychological disorders and the dichotomy between normal and abnormal behaviour, trauma intervention, psychotherapeutic and positive psychology interventions and the training of psychological counsellors.

Ansie Fouché has been a registered social worker since 1993. She established the subject group Social Work on the Vaal Triangle Campus of the NWU in 2008 and was appointed as a senior lecturer in 2009. She acted as subject head until February 2013. Ansie is a researcher in the sub-programme Pathways to Resilience and Post-Traumatic Growth within the Optentia Research Focus Area. Her research interests include: pathways to resilience in families who are at perceived risk to be perpetrated by child sexual offenders; and the rights of victims of child sexual abuse in the criminal justice system. She is also involved in a multi-disciplinary research project on post-traumatic growth in women who have experienced sexual abuse as a child. Ansie has extensive experience in the investigation of allegations of child sexual abuse, and the assessment and therapeutic intervention with young children, adolescents and adults.

FATHER-A-NATION (FAN): VISION AND MISSION

Craig Wilkinson

Founder and Executive Director, Father-A-Nation

ABSTRACT

One of the greatest challenges facing South Africa today, with potentially devastating implications for the future of our country, is the twin tragedy of a vast and growing number of orphans and a desperate lack of fathers and male role models. Millions of children are growing up without the critical emotional foundations and building blocks that men need to impart to their children. Most children have the benefit of a female caregiver, but too few have the benefit of a present and engaged father in their lives. The social implications of absent or abusive men are immense. Young people who grow up with absent or abusive fathers are at significantly greater risk of falling into almost every category of social and psychological dysfunction; substance abuse, promiscuity, early pregnancy, abuse, violence and crime. The greatest predictor of social pathology in children is fatherlessness; greater even than poverty. The most reliable predictor for gang activity and youth violence is neither social class nor race or education, but fatherlessness. Fatherlessness is the most harmful demographic trend of this generation. It is the engine driving our most urgent social problems.

South Africa has an estimated 4 million orphans and vulnerable children (OVCs), with a growing number of them living in sibling-led households. Fatherless children often grow up angry and insecure with a deeply impoverished self-esteem, a stilted understanding of right and wrong, and a distorted view of masculinity. We need to take decisive action, and the key to turning the tide is the restoration of men to father-the-children and mentor the youth of South Africa. South Africa needs real men, men who are whole and engaged, who nurture and protect, who impart values, discipline and respect. We need men who take their responsibilities seriously, who value their wives and their children, who understand what true masculinity is. In sufficient numbers, such men will turn the tide against crime, violence, abuse and social disintegration.

There are certain critical foundation stones that young people need and my mission is to ensure that a growing number of young people receive these from their fathers. The most important of these are:

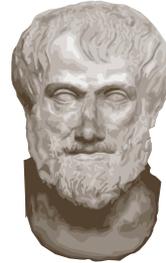
- To be seen and known
- To be affirmed and validated
- To be loved
- To be provided for
- To be protected
- To be educated
- To be lovingly disciplined
- To have a mentor and role model

THE OPTENTIA AWARD

The Optentia Research Focus Area acknowledges the contributions of individuals and institutions that show virtuous behaviour in the Southern African context.

Virtuous behaviour has three characteristics:

- **Human impact:** associated with flourishing and moral character, human strength, self-control, and resilience, and with meaningful human purpose.
- **Moral goodness:** represents what is good, right, and worthy of cultivation.
- **Social betterment:** produces benefit to others regardless of reciprocity or reward.



SYMBOLISM OF THE OPTENTIA AWARD



Artists: Daleen and Willie Claasens

The symbolism in the Optentia award is a product of the name, nature of the objects in the work, and colours used. The name “Optentia” comes from the combination of two words, namely “optimal” and “potential”. The sun is an emblem of glory and brilliance. It is also a symbol of authority. It represents flourishing, life and spirituality. The rising sun is a symbol of hope. Green as used in the name of Optentia is the colour of life and of nature. Yellow is a strong energy colour and complements the green. The figure “holding” the sun is symbolic of ordinary people’s worthwhile endeavours to bring warmth, light, hope and life into the worlds of others who are less fortunate – giving them “a place in the sun”.

OPTENTIA

1. Mr Jean Pelsler



Mr Jean Pelsler

Jean is a high school dropout with a positive life story. His quest for a matric certificate has led him on an epic journey where his biggest fear transformed into his biggest dream. Jean has done a dozen different jobs over the years which all seem to have worked together towards bringing him closer to his life goals. He has a keen interest in positive psychology and its application to education. His specific interest lies with the role of gratitude in education. Mr Jean Pelsler receives the 2013 Optentia Award in recognition for his outstanding performance and being an example of a young person who is optimising his potential. Jean showed virtuous behaviour in:

- Overcoming failure and adversity (including lack of funds and health problems) by using his passion for learning.

- Excelling in education studies to make a difference in the lives of others.



2. Mr Craig Wilkinson



Mr Craig Wilkinson

Craig currently heads up Father-A-Nation, a public benefit organisation involved in restoring and equipping men to be great fathers and providing mentors to fatherless children. He is the author of the book “Dad – The Power and Beauty of Authentic Fatherhood”, and believes that if we can heal men, we can heal the world. For most of the last decade, Craig has been involved in leading and pioneering a variety of socio-economic development projects in communities across South Africa. Prior to this, Craig served for four years as CEO of Outward Bound SA, an NGO at the forefront of youth development through experiential and adventure education. Before following his passion into the NGO sector Craig ran his own business in training and development and spent a number of years as Group Human

Resources Director of a large advertising and communications group. Craig lives in Cape Town, South Africa with his wife Martinique and his two children, Luke and Blythe.

Craig Wilkinson receives the 2013 Optentia Award in recognition of his excellent initiatives regarding the Father-A-Nation project. Craig receives the award because:

- He serves as an example of how a person can contribute to optimise the potential of people.
- He proves that engaging in community empowerment (despite huge challenges) leads to achievement.





OPTENTIA

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