EXPLORING ETHICAL DILEMMAS THAT INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGISTS ARE EXPERIENCING IN SOUTH AFRICA

by

PETRI SWART

Submitted in fulfilment of the requirements for the degree

MAGISTER COMMERCII
(Industrial and Organisational Psychology)

in the

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

at the

UNIVERSITY OF PRETORIA

Supervisor: Professor Deon Meiring

PRETORIA   DECEMBER 2018

ACKNOWLEDGEMENTS

The researcher would like to thank the following individuals without whose contributions the conclusion of this research project would not have been possible:

- Professor Deon Meiring, my supervisor, for his commitment, assistance, guidance, constructive input and patience. I will be forever grateful to you.

- My family, for your constant support throughout my studies. Thank you for always believing that this chapter is part of my bigger purpose in life.

- A special word of appreciation to my wife, Wilmarie, and my son, Nicolaas. More support I could not have asked for. Thank you for your incredible patience, love, early morning coffees and late night cups of tea. Your motivation fuelled my determination.

- To my Heavenly Father. None of this would have been possible without Your grace. I pray that You will restore the moral fibre of our society and bless us with wisdom to discern between right and wrong.
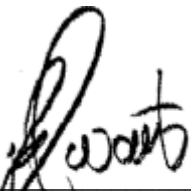
DECLARATION

I, Petri Swart, hereby declare that

EXPLORING ETHICAL DILEMMAS THAT INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGISTS ARE EXPERIENCING IN SOUTH AFRICA

is my own original work both in content and execution. Where someone else's work was used, due acknowledgement was given as they were cited and referred to in the reference list.

I declare that the content of this dissertation has never been submitted for any qualification at any higher education institution. I did not make use of another student's work and submit it as my own. I also did not allow and will not allow any individual to copy my work with the intention of presenting it as his/her own work.

The language in this mini-dissertation was edited by Peter Southey.

_____   December 2018
Petri Swart   Date

TABLE OF CONTENTS

LIST OF APPENDICES

LIST TABLES

LIST OF FIGURES

EXPLORING ETHICAL DILEMMAS THAT INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGISTS ARE EXPERIENCING IN SOUTH AFRICA

ABSTRACT

Orientation: Industrial and organisational psychologists (I-O psychologists) find themselves at a cross-road regarding their professional existence. Being competent in ethical decision making manifests in ethical reasoning in order to take moral action when an ethical dilemma is presented without a clear definition of right and wrong. How I-O psychologists react to an ethical dilemma will determine to a large extent the sustainability of this field of applied psychology in the workplace. For I-O psychologists to recognise these potential risks, it is important to have an understanding of the ethical dilemmas they might be confronted with when entering the world of work within the South African context.

Research purpose: The purpose of this study was to explore the ethical dilemmas that I-O psychologists are experiencing in South Africa.

Motivation for this study I-O psychologists confronted with ethical dilemmas may fail to differentiate between right and wrong because of the complexity and relative obscurity of some of the ethical standards they have to apply (Ergene, 2004; Gumuş & Gumuş; 2010). During 2015/2016 a number of ethical dilemmas were put forward via the Society for Industrial and Organisational Psychology of South Africa's (SIOPSA) Ethics helpline. The expectation is that I-O psychologists should have a sound understanding of ethical standards and professional responsibilities, be on the forefront of literary developments, rely on a sound integration between personal ethics and professional ethics and continually use self-questioning to deal with ethical dilemmas (Herlihy & Corey, 2006; Pope & Vasquez, 2007; Welfel, 2006). The integrity of the profession is reliant on the extent to which I-O psychologists can regulate their own behaviour and view self-regulation as worth the work it involves (Pope et al., 1987; Lindén, 2008). Thus, the main focus of the study is to explore the ethical dilemmas that I-O psychologists are experiencing in the South African context of work. This is potentially useful in situations where I-O psychologists have to employ sound ethical reasoning to resolve an ethical dilemma that they will most likely be faced with. This is an opportunity for I-O psychologists to re-evaluate the inherent and professional value system they rely on to guide their ethical decision-making.

Research design, approach and method: This study used an interpretivist paradigm as it's a methodological approach and a qualitative methodology for collecting data an exploratory approach was used to gain a better understanding of the ethical dilemmas facing I-O psychologists in South Africa (Dreyer, 2016; Robson, 2002) and for ongoing adjustments to the research design. The researcher used a multiple-case strategy as this allowed the investigation to use replication logic (Zach, 2006). Focus group discussions were scheduled at six of the SIOPSA branches and were guided by a semi-structured discussion format. These focus groups took part in a one day workshop at their SIOPSA branch. The

facilitator put a prepared question to the participants to initiate discussion and followed this with additional questions when new themes were identified or to improve the interviewer's understanding of the participants' responses (Bryman & Bell, 2007). Data was analysed using a thematic analysis approach.

Main findings: The researcher identified main themes and sub themes with underlying facets through investigating the frequency with which these themes and sub-themes were addressed throughout all six events at the SIOPSA branches. The themes and sub-themes were discussed in detail. The main themes were labelled Scope of practice, Assessments, Education and Internships. Under Scope of practice the underlying sub themes were labelled Scope creep, Conduct, Contracting and Application. The underlying sub themes for Assessments are Instrument, Conduct, Data and Results. Under Education the researcher identified Academic, Board exams and Professional as sub themes, and the sub themes for Internships were labelled Programmes and Workplace.

Practical implications: The results of the study could assist I-O psychologists to better understand their world of work by informing them about where ethical dilemmas are prevalent. It should therefore also assist them to be more proactive in their decision-making when they are faced with an ethical dilemma in the workplace.

Contribution/value-add: This study assisted in gathering the latest information on ethical practice and contributing to a better understanding of ethical dilemmas in the field of I-O psychology.

Keywords: Ethics, professional ethics, business ethics, values, ethical dilemmas, I-O psychology

1. INTRODUCTION

1.1. BACKGROUND

I-O psychology is defined as applying scientific methods and psychological principles to the context of work (Spector, 2012) to enable problems to be solved in the workplace (Jex & Britt, 2014). SIOP (2016) defines I-O psychology as "The scientific study of working and the application of that science to workplace issues facing individuals, teams and organisations. The scientific method is applied to investigate issues of critical relevance to individuals, businesses and society."

The scope of practice of I-O psychology is defined by the Health Professions Council of South Africa (HPCSA) as the application of psychological principles within the context of work to optimise well-being and efficiency on all levels of organisational interaction (Health Professions Counsel of South Africa, 2005). I-O psychology is a sub-discipline within the broader profession of psychology, concentrating on the work context (Van Vuuren, 2010). Landy & Conte (2004) defines it as studying human behaviour at work on a scientific basis, or in other words, applying psychological constructs to the world of work. Adding to this, I-O psychologists also use various assessments, including psychometric assessments, and facilitate various processes on different levels towards organisational optimisation. I-O psychologists serve as advisors on organisational policy-making, design, management, evaluating interventions, and developing and mentoring student I-O psychologists as well as other registered I-O psychologists (Van Zyl, Nel, Stander & Rothmann, 2016). In addition, the scope of practice includes areas such as strategising around consumer behaviour, implementing interventions in order to rectify poor work performance and improving ergonomics by communicating the impact and upside of ergo-consciousness (Health Professions Act 56 of 1974, 2010).

According to Muchinsky, Kriek and Schreuder (2005) the mandate of I-O psychology is:

To strengthen the bond between workforce and workplace at a time when the composition of both is rapidly changing. As nations face increasing problems of

economic productivity, the field of I-O Psychology continues to contribute to making the world a better place in which to live.

Throughout life the purpose of ethics is to assist us to navigate between right and wrong in any given situation (Akfert, 2012). Dalen (2006) states that ethical decision making is involved when an I-O psychologist is faced with an ethical dilemma and a decision is made about how to handle it. The inherent challenge of such a situation lies in the fact that, should the moral high ground be chosen, the I-O psychologist could be reminded about his/her dependency on the organisation as the source of income. If the strategic stakeholder model is promoted internally, an organisation runs the risk of losing its credibility if it prioritises profits above ethical values. These predicaments that organisations put I-O psychologists in, could surely handicap the discipline. (Van Vuuren, 2010).

1.2   PROBLEM STATEMENT

I-O psychology as a specialised professional field of study, with a distinct and collectively determined and acknowledged value proposition (Coetzee & Van Zyl, 2014a), is continuously being asked questions regarding its applicability, professional prominence, professional differentiation and professional cohesiveness, which were lacking in the past (Morelli, Illingworth & Handler, 2015). Although little consensus has been established regarding the characteristics viewed as key, lasting and specific to the field (Ryan & Ford, 2010), the application of I-O psychology (Morelli et al., 2015), how it should be positioned and how I-O psychology can remain identifiably different in relation to other professions such as human resources and the broader psychology (Avedon & Grabow, 2010), has been systematically marginalised (Lefkowitz, 2016).

Although the value of I-O psychology lies in the scientific study and empirical testing of behaviour (Smit, 2017), I-O psychologists often have to defend their value in the workplace (Coetzee & Van Zyl, 2014a) as their initial benefit does not necessarily translate to a quantifiable result on the financial bottom line (Van Zyl et al., 2013a). The wide spectrum of influence on a

professional level within the South African application coupled with the absence of a communal definition between professionals or a decisive professional title or purposeful roles for I-O psychologists has threatened to develop into a professional identity crisis (Campana, 2014). Barnard and Fourie (2007) note that the nature and scope of I-O psychology have developed a lot of uncertainty and duplication. They add that since last century the imperative has existed to catalogue the practice and decide about issues that define their profession, including education, training and licensure. Due to the absence of a collective identity for I-O psychology in South Africa, it has been hard for I-O psychologists to express their value proposition to key receivers (Strümpher, 2007).

It has been noted by Dipboye, Smith and Howell (1994) that I-O psychologists were progressively paying more attention to micro workplace issues, which included focusing on individual and group behaviours, instead of focusing on the whole organisation. The disjuncture between I-O psychology as science and I-O psychology as practice has been observed by Veldsman (1988). His study suggested that I-O psychology was by definition focusing on those workplace issues prescribed or dictated by the organisation, which implies that I-O psychologists function in organisations where managers and employees are influenced by political and economic power (Van Vuuren, 2010). As a result, I-O psychologists have a joint approach – firstly, to assist organisations build their bottom line by aligning their employees to the organisations' strategic expectations, and secondly, the human-focused approach supporting employees in coping with the ever-demanding workplace (Van Vuuren, 2010). Berry and Houston (1993) state that I-O psychology can be evaluated according to what is being done on a personal level at any given moment in time. It seems there is a divide between the potential contribution of I-O psychology and the actual contribution it does make. Nevertheless, when viewing psychology as profession, it is expected of I-O psychologists to be familiar with their ethical duties that reach past what is

good for the individual or for the collective as an organisation (Van Vuuren, 2010).

Inherently, the focus of I-O psychology is on human behaviour in the context of work, which is founded in humanism. As ethical behaviour is undoubtedly a central theme within human behaviour, a fusion of I-O psychology and business ethics is recommended (Van Vuuren, 2010). That is why it makes sense that ethical, legal, & professional contexts were rated fourth-highest among 25 domains of competency by I-O psychology program directors (Payne, Morgan, & Allen, 2015) and second-highest among 21 content areas by practising I-O psychologists (Steiner & Yancey, 2013). Cynicism regarding the role of ethics within business is still apparent, particularly when the organisation has to incur costs or forego the opportunity of profit because of it (Sharp Paine, 2003). That is why the authenticity of I-O psychological participation should be transparent, including ethics, integrity testing, competence development, assessing performance and the encouragement of talks regarding ethics throughout the organisation (Van Vuuren, 2010).

Within moral self-theory, moral identity distributes the tension associated with emotions that motivate unethical behaviour and one's moral sense of self (Blasi, 2004). A strong moral identity guides our behaviour in order to attain moral standards. By means of a strong moral identity, moral motivation assists psychologists to do the right thing, despite how they might be feeling. Therefore, psychologists should be able to be in control of their desires to act on their affect-driven tendencies and stand firm against inappropriate behaviour with a developed sense of moral identity; as an alternative, a strong moral identity should prompt individuals to engage in behaviour aligned with set professional principles (Mitchell, Vogel & Folger, 2014).

Overall, individuals are finding themselves facing ethical dilemmas, which are situations where they are required to discern between right and wrong, on a constant basis (Robbins, Odendaal & Roodt, 2003). Focusing on their clients' urgent problems rather than the bigger value proposition is a dilemma for I-O

psychologists because their livelihood depends on serving the client's best interests. As noted earlier, I-O psychologists apply themselves in a business environment that promotes an owner as well as shareholder model. Where I-O psychologists find themselves doing work for clients that adhere to these viewpoints, they may experience a conflict of interest (Van Vuuren, 2010).

Accordingly, this study is tasked to explore the ethical dilemmas I-O psychologists are experiencing within the South African context of work. To understand ethical dilemmas well, the concept of ethics needs to be understood within the cultural boundaries of I-O psychology as an ethical profession. Furthermore, it is important to identify what ethical dilemmas I-O psychologists experience as well as the order of importance of those dilemmas – all within the South African context of work.

This article is structured in five parts. The first reviews available literature on the topic. The second describes the approach and/or method used to execute this study. This is followed by the results section that summarises the analysis of the data. The fourth discusses the findings that address the research question, including the broader implications and limitations of the findings and suggestions for future research. The article concludes by restating the main argument and highlighting the main strengths and supporting evidence of this research study.

2. LITERATURE REVIEW

2.1. INTRODUCTION

The world around us is changing rapidly, giving rise to ethical challenges in many forms (BPS, 2018). We as society share a fundamental ethical responsibility to look beyond our own interests and to understand that failing to do so influences others (Rossouw & Van Vuuren, 2010). Corporate scandals and the undermining of transparency within organisations in the recent past have raised concerns over the underestimated impact that the organisational environment has on the unethical behaviour of its employees (Trevino et al, 2006). The values of a profession are established by identifying which issues to

address and which to ignore (Smit, 2017). An ethical approach is characterised by a flawless integration of ethics with purpose, duty and specific objectives (Robbins, Odendaal & Roodt, 2003). Ethical values are vital in order to establish harmony, lessen conflict, ensure equality and manifest trust within social systems (Noam Cook, 2005).

Within the sphere of philosophy, ethics attempts to explore and understand the thinking behind the concept of a moral life. Examining and analysing ethical doctrines can assist us to understand our morally driven choices and behaviour (Reiss, 1999). According to Aniele (2004), ethics entails the methodical study relating to the core ideology of moral law as the normative science of social behaviour. Morality and ethics are woven into all aspects of one's journey through life (Kang & Glassman, 2010). Moral development is less dependent on external influences than on effortful internal reasoning, suggesting that the inclination to behave ethically is innate (Robbins, Odendaal & Roodt, 2003). At the heart of ethics are moral principles that prescribe that people should conduct themselves with integrity and self-discipline in their commitment to their work and their team (Adeyeye *et al*, 2015). Essentially, ethics is linked to the qualities of responsibility, trust and credibility.

Rossouw and Van Vuuren (2010) contend that ethics focuses on what is good or right in social contact. Thus ethical behaviour is established on the basis that an individual does not simply focus on what is best for the individual, but rather on what is best for others. Their definition of ethics includes three central components –
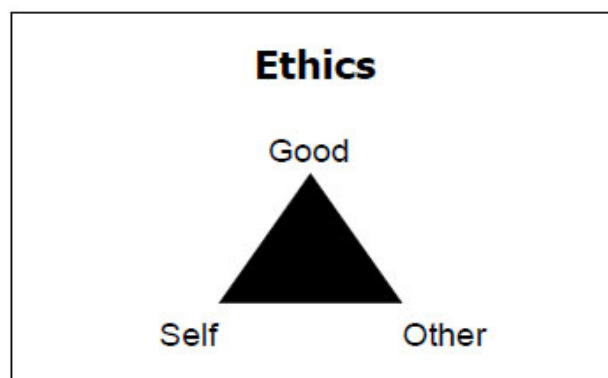
Figure 1: Defining ethics (Rossouw & Van Vuuren, 2010)

14

In the event that one disregards the concept of 'good', the distinct essence of ethics implodes. Not only does ethics concern itself with the relationship between the 'self' and the 'other', but also with the quality of that relationship. Equally, a distortion manifests the moment we exclude the 'self' from the definition of ethics. We then only focus on what is good for the 'other' and we don't consider the 'self'. Altruism in this form is in all probability beyond our reach. In the same way, we cannot exclude the 'other' from the definition of ethics, as egocentricity will be the outcome. Focusing solely on what is good for the self undermines the very essence of ethics, which aims to protect one's own interests as well as the interests of others (Rossouw & Van Vuuren, 2010). In terms of the rights and privacy of others, one's conduct should at all times be fair, honest, transparent and respectful (Frank et al., 2011).

Pettifor and Sawchuk (2006) made use of an in-depth study of ethics literature in listing the purposes of professional ethical principles for psychologists as professionals. They are to

- contribute to the continuous establishment of psychology as a profession
- support and guide professional psychologists
- be a steward of the profession
- apply oneself with high moral esteem to aid other professional psychologists in resolving ethical dilemmas in their professional walk-about.

King IV (2016) suggested that the South African governing body for I-O psychology, namely the HPCSA, should govern the ethics within the field of I-O psychology to encourage the establishment of a sustainable ethical culture, because ethical conduct is the manifestation of the character of the profession.

2.2. ETHICS CULTURE

Ethics is the underlying guidelines in terms of values and moral principles that motivates individual or collective behaviour with regards to what is right or wrong (Mihelic, Lipicnik & Tekavcic, 2010). The role of society is confirmed by Anthropologist Clifford Geertz (1973) who suggested that

> man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretative one in search of meaning (Geertz, 1973 as used in Evans, 2007, p. 9)

Culture is the values and assumptions individuals collectively hold that allow them to better adapt to the changes and demands within their environment (Vorster, 2018). Kets de Vries and Miller (1984) argue that culture impacts how individuals distinguish, think, conduct themselves and derive meaning from the world around them. Kroeber and Kluckhohn (1967) as used in Snrka (2004, p. 2) suggest the following comprehensive definition:

> Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols constituting the distinctive achievement of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action.

As such, culture influences behaviour and assumptions of meaning in a direct and indirect manner including what is seen as morally commendable and morally blameworthy on a personal and collective level (Mayer, 2014). Furthermore, as internal motivation, desire, goals, values and personality characteristics manifest externally in terms of behaviour, in the same way culture has observable aspects that can give us insight into the deeper aspects and traits of that culture and how it impacts behaviour (Vorster, 2018).

Ethical culture is a vital part of a profession. For example, I-O psychology has an ethical identity that influences the professional culture. Culture reminds

16

us about the rules, policies, rewards, leadership practices and narratives that act as sense-making aids guiding and shaping behaviour (Trevino, Butterfield & McCabe, 2001). Moral conscience is inherent in the ethical culture and integral to an ethical profession. This means that our conscience is the fundamental counter to an otherwise less ethical pursuit of goals and purposes (Goodpaster, 2007). Managing ethics well is vital in promoting a sound ethical culture and ensuring the enduring sustainability of our profession (Groenewald & Donde, 2017).

2.3. BUSINESS ETHICS

Simply put, business ethics applies common moral or ethical values to business (De George, 2005) by investigating ethical principles and ethical problems that occur in the context of business (Warren, 2011). It applies to all facets of behaviour in business, which includes how individuals conduct themselves as well as business as the collective (Amakobe, 2016). Business ethics dictates that an act is deemed acceptable and necessary as long as that act is performed, or not performed in some cases, by a person of good moral fibre under typical circumstances (Alzola, 2015). Rossouw and Van Vuuren (2010) state that what is at stake in putting business ethics into practice is to build up the 'good' (ethical values and standards) and to establish whether the relationship between the 'self' (business) and 'others' (all relevant stakeholders) is capable of attaining the required ethical values and standards.

According to Goodpaster (2007) it appears to be crucial and possibly even out of reach to let business decision-making be guided by ethical values. The role of ethics in the context of business is still widely questioned, especially when it incurs costs or passes up the prospects of making a profit (Sharp Paine, 2003). However, essentially ethics is an integral component of business and not a nice-to-have if and when time and money allow for it (Rossouw & Van Vuuren, 2010).

2.4. ETHICS RELEVANT TO I-O PSYCHOLOGY

The individual and professional standards of conduct accepted from professionals are commonly defined as professional ethics. Sound ethical conduct serves not only the individual as a professional but also the profession in its entirety (Meiring, 2016). Within the context of I-O psychology, ethics refers to prescribed values that applies to making decisions, behaviour, interaction among business, relevant role-players and society in large (King IV Report, 2016). I-O psychologists may be required to make difficult decisions in situations that are changing and ambiguous (BPS, 2018). Therefore psychology as a respected profession has created ethical codes to direct psychologists in conducting themselves professionally in practice (Gauthier, 2004). The risk for I-O psychologists that they might rather follow the letter instead of the spirit of established regulations could result in a practice that is ethically inconsistent (BPS, 2014). It is therefore important to remember that the code cannot and should not replace the need for I-O psychologists to exercise their own professional and ethical judgement (BPS, 2018).

A code of ethics has been developed by The Canadian Psychological Association that is internally reliable, reflects unambiguous ethical principles and offers guidelines during decision-making (Williams, 2004). The code consists of four primary ethical principles ranked in order of significance (Burke et al., 2006). All four of these principles should be objectively applied during ethical decision-making (Canadian Psychological Association, 2017).

- *Principle I: Respect for the dignity of persons and peoples*. It emphasises the relevance of inherent value, non-discrimination, ethical rights, social and common justice, and should essentially enjoy the highest priority.

- *Principle II: Responsible caring*. This is relevant to the ethics of capability, maximisation of benefit and minimisation of harm.

- *Principle III: Integrity in relationships*. It is expected of I-O psychologists to display the utmost levels of integrity regarding all their relationships.

- *Principle IV: Responsibility to society.* The responsibility to the public in all ethical decisions is vitally important.

One of the core purposes served by moral theory for professionals such as I-O psychologists is to aid them in their ethical decision-making (Knapp, 1999). Other purposes include assisting in explaining the essential moral constructs of society, recognizing and validating the common principles on which ethical standards and codes are built, promoting moral behaviour, and aiding the culture and regulation of the profession in terms of establishing a foundation for the fulfilment of those ethical standards (Lefkowitz, 2017). In this light, the I-O psychologist's oath has been developed by SIOPSA to instil a sense of relevance, meaning, and ethical consciousness within the profession. This oath is taken each year at the annual SIOPSA conference by newly registered and current I-O psychologists. The I-O Psychologist's Oath reads as follow:

I hereby aspire to unconditionally abide by the following commitments to the best of my ability and judgement: As an I-O psychologist, my foremost responsibility is to promote and balance organisational and societal prosperity with human flourishing **[sustainability]**. I accept that work forms an integral part of people's lives, that organisations cannot thrive without the commitment and contribution of people, and that it is through work that we can make the world a better place for all. I follow in the footsteps of past and current I-O psychologists who gave our discipline and profession scientific credibility.

I will value and utilise their contributions, methods and wisdom to assist individuals, groups and organisations in making the most of the opportunities afforded by the world of work **[respect]**. I cherish my obligation to develop the next generation of I-O psychologists.

Through my teaching, training and supervision, I share my competence and professionalism with those who are motivated and able to follow in our footsteps. I am professionally and ethically bound to serve those societies, institutions and lives with which I interact professionally, with integrity, respect and dignity **[servitude]**.

I am committed to doing the right thing fairly and consistently and to causing no harm **[ethical]**. I endeavour to be just, to respect individual differences and to encourage equality and diversity.

I will speak out against all wrongs. As a scientist in the discipline of I-O Psychology, I have an obligation to conduct all inquiry with the necessary scientific rigour **[competence]**.

I will uphold my expert knowledge of human experience and behaviour in the world of work **[professionalism].**

I will continually develop myself and my knowledge and skills in order to remain at the forefront of our science. As a practitioner in the discipline of I-O Psychology, I will practise my profession with due care and make decisions based on valid, reliable and unbiased information **[rigour]**.

My practice will be evidence-based and I will evaluate all information critically and impartially. I embrace the challenge to make a balanced and truthful contribution **[honesty].**

I will share my insights with confidence and conviction, in an open and responsible manner **[transparency].** As an I-O psychologist, I strive to live up to the expectations associated with this worthy profession **[excellence]**.

I am professionally responsible and accountable in all of my actions and interactions **[stewardship].**

Therein lies the trust that others place in me. May I live and preserve the finest traditions of my calling and long experience the joy of making a true difference.

I-O psychologists depend on the goodwill of organisations to trust them to improve their effectiveness. Hence, as professional practitioners they cannot sustain a high quality work if they do not base the relationship with their client(s) on sound ethical principles including honesty, fairness, respect and dignity (Lefkowitz, 2017). The trust relationship between an I-O psychologist and the client can only be fully realised if the I-O psychologist adheres to the high-level ethical values that underlie the oath, namely sustainability, respect, servitude, ethicality, professionalism, competence, rigour, honesty, excellence, and stewardship. Upon this foundation the profession of I-O psychology has the potential to build an identity that cannot be misinterpreted or overlooked.

2.5.   ETHICAL DILEMMAS RELEVANT TO I-O PSYCHOLOGY

Ethical reflection is particularly relevant within professions where the society requires or is dependent on relevant and specific knowledge (Pettifor, 2004). Psychologists are included and their work represents a multifaceted combination of assisting people in need of professional services and being a representative of the laws and regulations in society. Due to the customer's reliance and the position of the professional as the expert, the relationship between a customer and a psychologist is not equal (Colnerud, 1997).

Professional conduct involves judgement that moves parallel with responsibility, referred to as ethical awareness (Øvreeide, 2002). When difficult situations occur, it is hard to differentiate between right or wrong. These tough choices are called ethical dilemmas (Rossouw & Van Vuuren, 2010). Ethical awareness is required for identifying ethical difficulties, which is the starting point for solving them (Lindén, 2008).

Ethical dilemmas are situations that occur as a result of conflict amid two values requiring a decision as well as when there is difficulty choosing between two or more options because existing requirements cannot be resolved by any current alternatives available (Lindsay & Clarkson, 1999; Noureddine, 2001). An ethical dilemma is due to conflict between ethical standards (Akfert, 2012). Colnerud (1995) defines an ethical dilemma as when the appropriate behaviour or conduct is unclear and is not relegated to simply one solution or, as Bowers and Pipes (2000) put it, no single correct response or solution is evident. Sometimes multiple ethical principles are conflicted, or dilemmas occur as there is a collision between the law and ethical conduct. In choosing between ethical principles, adherence to any one of them is not satisfactory and the individual may be criticised for the outcome (Knapp, Berman, Gottlieb & Handelsman, 2007). When a psychologists is contemplating how to resolve the issue, the one aspect that is shared by an ethical problem, ethical conflict and ethical dilemma is the process of decision-making (Lindén, 2008). As such, it is important to differentiate between being ethically right, being ethically wrong and being confronted with an ethical dilemma (Rossouw & Van Vuuren,

2010). In other words, I-O psychologists confronted with ethical dilemmas may fail to differentiate between right and wrong because of the complexity and relative obscurity of some of the ethical standards they have to apply (Ergene, 2004; Gumuş & Gumuş; 2010).

In their role as applied psychologists working in complex social settings I-O psychologists encounter ethical dilemmas that are the result of conflict between the humanistic value system of psychology and the value system of the organisations within which they work — the values of a competitive free-enterprise, profit driven economic system (Lefkowitz, 2017). Therefore, I-O psychologists should have a sound understanding of ethical principles and professional accountabilities, be on the forefront of literary developments, rely on a sound integration between personal ethics and professional ethics and continually resort to self-questioning to handle ethical dilemmas (Herlihy & Corey, 2006; Pope & Vasquez, 2007; Welfel, 2006). The integrity of the profession is reliant on the extent to which I-O psychologists can control and guide their own behaviour and view the control and guidance as worth the effort (Pope et al., 1987; Lindén, 2008).

2.6. CONCLUSION

Notwithstanding the fundamental role ethics plays in the responses to ethical dilemmas, consensus regarding the foundational values of the field are ill presented in I-O psychology literature (Lefkowitz, 2017).

Claims have been made that that I-O psychology has drifted away from its core values and ethics. It has been substituted with a narrow version of business values and ethics that are not corresponding with psychology's humanistic legacy (Lefkowitz, 2017).

RESEARCH OBJECTIVES, DESIGN AND METHODS

3.1   RESEARCH OBJECTIVES

The three research objectives of this study are to

- conceptualise ethics and dilemmas according to literature
- explore ethical dilemmas that I-O psychologists deal with in the South African context
- To develop a nomological model of ethical dilemmas that I-O psychology practitioners are confronted with.

3.2   RESEARCH DESIGN

This study used an interpretivist paradigm as its methodological approach and a qualitative methodology for collecting data (Creswell, 2009).   This research design links the purpose and questions of the study to the empirical data collection process and data analysis enabling the drawing of conclusions from the data at hand (Bloomberg & Volpe, 2008; Yin, 2009). The research design influences both the data collection method and the researcher's decision-making process when deciding on what method of data analysis to use and how the data will be interpreted (Myers, 2009).

An exploratory approach is used to gain fresh insight and to enquire about and examine a specific occurrence (Robson, 2002), thereby creating a better understanding of the occurrence itself (Dreyer, 2016). The exploratory approach allowed the researcher the flexibility to use impromptu analyses in response to new results, thus formalising the search for additional, unintended relationships within the data (Saunders, Lewis & Thornhill. 2009).

3.3   METHODS

3.3.1 Sampling

Sampling describes the method used to select participants for a specific research study. The researcher conducted purposive sampling to select participants for specific merits that made them best suited for the study (Maree & Pietersen, 2010). The enabling factor of purposive sampling is that the researcher can apply his/her mind to select the course of action that will best

facilitate a probable answer regarding the research question(s) and the research objectives (Neuman, 2005).

The target population for this study consisted of focus groups from six SIOPSA branches across South Africa namely Eastern Cape (EC), Western Cape (WC), North West (NW), Pretoria (PTA), Johannesburg (JHB), KwaZulu Natal. The participants registered through the SIOPSA online system and most of the participants who attended these focus group sessions were registered I-O psychologists along with students at North West University (NW), Stellenbosch University (WC) and Nelson Mandela Metropolitan University (EC). During the focus group meetings, members of each SIOPSA branch participated in various semi-structured discussions in order to explore the ethical dilemmas that confronted I-O psychologists in the workplace. After each discussion was completed, experiential learning took place as the focus groups critically explained and reflected on the findings they identified during the discussion. The focus of analysis was the key ethical dilemmas the focus groups identified and expressed on flipchart paper during their discussions. Each focus group had their own perception regarding ethical dilemmas I-O psychologists are confronted with. The different perceptions presented by the participating focus groups were explored to assist with the formulation of a meta-model of ethical dilemmas within I-O psychology in South Africa.

3.3.2 Data Collection

When making use of qualitative research, data is collected using comprehensive interviews, discussions and narratives to generate an account of the participants' experiences (Ponelis, 2015). Focus group discussions were scheduled at six of the SIOPSA branches and were guided by a semi-structured format. The assignment that was given to the workshop delegates was to converge in focus group discussions on ethical risk analyses relating to the I-O psychologist as experienced in their field of expertise. These focus groups took part in a one day workshop at their SIOPSA branch. The facilitator used a prepared question to initiate discussion and then engaged the participants

with additional questions as additional themes were identified or to clarify the facilitator's understanding of the participants' responses and thus facilitating an open-ended discussion (Bryman & Bell, 2007).

Each focus group was asked the same questions by the appointed facilitator:

Question 1: Identify the focus risk area for I-O psychologists *(8 critical focus areas)*

Question 2: Provide specific examples of critical risk behaviour relating to these identified risk areas?

About 45 to 60 minutes were made available for discussion. Flipchart papers as well as audio recordings from the 19 participating focus groups were used to provide the data for the project. The facilitators and participants of the focus groups were all registered and practising I-O psychologists with the Health Professions Council of South Africa (HPCSA). The six SIOPSA branches that took part in this study were from Eastern Cape, Western Cape, Johannesburg, Pretoria, North West and KwaZulu Natal.

3.3.3 Data Analysis

According to Adèr, Mellenbergh and Hand (2008), the goal of data analysis is to discover new and valuable information, arrive at useful conclusions and support decision making after inspecting, cleaning, transforming and modelling the data. The purpose of data analysis is to discover significant results by investigating what is experienced and documented by those who experience the occurrence (Maree, 2007). According to Thorne (2000), data analysis is the most complex phase within qualitative research and yet it receives minimal consideration in the literature.

When applying qualitative research, themes are often identified as referenced to the experience of the participants taking part in the study (Jelsma & Clow, 2005). According to Braun & Clarke (2006) thematic analysis has the potential to be a core method for qualitative research analysis.

Thematic analysis is relevant to a variety of research applications and theoretical viewpoints and, according to Braun & Clarke (2013), is suitable as basic method as it,

- Works with a variety of research questions, including personal experiences as well as the reconstruction of particular occurrences in specific settings,

- Can be used to analyse different types of data, from secondary sources such as media to transcripts of focus groups or interviews,

- Works with various sized data-sets,

- Is applicable to data-based or theory-based analyses.

For the purposes of this study a six step structure of thematic analysis was followed (Braun & Clarke (2006). The six phases included:

1. ***Study the data.*** Intimately studying the data by analysing and interpreting the data and observing any initial logical annotations.

2. ***Facet coding.*** Producing pithy labels through meta-analysis that focus on relevant facets within the data relating to the broader research objective.

3. ***Discovering themes.*** Discovering clear and significant patterns in the data applicable to the research objective.

4. ***Revising themes.*** Testing the themes' relevance in terms of the coded facets and the entire data-set. The themes should tell a fascinating story about the data in terms of each theme and the connection between the themes.

5. ***Outlining and describing themes.*** The researcher has to perform a comprehensive analysis of all themes, describing each theme's core content and create an effective and explanatory name per theme.

6. ***Scripting.*** Scripting involves integrating the critical descriptions and rich data extracts to articulate an intelligible and convincing story about the findings, and contextualising it using current literature.

Nowell, Norris, White and Moules (2017) state that thematic analysis can be applied broadly across a variety of epistemologies and research questions. Braun and Clarke (2006), and King (2004) consider thematic analysis a practical way of exploring the experiences of different research participants, showcasing similarities and differences, and even generating surprising new insights. Clarke and Braun (2013) underline the idea that thematic analysis is appropriate for a variety of research interests and theoretical perspectives.

4.   RESEARCH ETHICS

Research ethics deals with how appropriately and responsibly the researcher observed the rights of individuals during the research process (Saunders et al., 2012). This study was presented to the Postgraduate Committee of the Department of Human Resource Management for evaluation and ethical compliance. The data was secondary data and was collected in 2017 by the supervisor, Professor Deon Meiring. During the workshops, informed consent was obtained from the workshop delegates. Participation in the focus group discussions was voluntary and participants could withdraw at any time from the workshop. Confidentiality and anonymity were assured by not identifying any individual or using the workshop data in an aggregated manner. SIOPSA was also approached for consent to use the Code of Ethics for I-O psychologists' workshop data.

5. RESULTS

5.1 INTRODUCTION

This section presents the sum of ethical dilemmas as experienced by the 19 focus groups who participated in the ethics road show in 2017. The six steps of thematic analysis were applied to the combined corpus of the focus groups' experiences concerning ethical dilemmas in the workplace to identify common themes in each of the focus group's discussions.

The common themes in this section reflect the focus groups' thoughts and experiences regarding ethical dilemmas in the workplace. The explanations of the constructs serve as the textual description of the focus groups' lived experiences whereas the sub-themes represent specific actions or behaviours and serve as the structural descriptions of those lived experiences. The composite description in the final section captures the essence of the lived experiences.

The following section presents the major themes that emerged from a thematic analysis of the participating focus groups' discussions. The researcher identified main themes and sub themes in the table below through investigating the frequency with which these themes and sub-themes were addressed throughout all six events at the SIOPSA branches.

Table 1 Themes and sub themes relating to ethical dilemmas

Themes	Sub themes
Scope of practice	Scope creep
	Conduct
	Contracting
	Application
Assessments	Instrument
	Conduct
	Data
	Results
Education	Academic
	Board exams
	Professional
Internships	Programmes
	Workplace

5.2 DESCRIPTION OF DATA

This section provides a detailed description of the four main themes (Scope of Practice, Assessments, Education and Internships) and their sub-themes. Evidence from the data is also included to provide the context in which the themes were experienced by the focus groups.
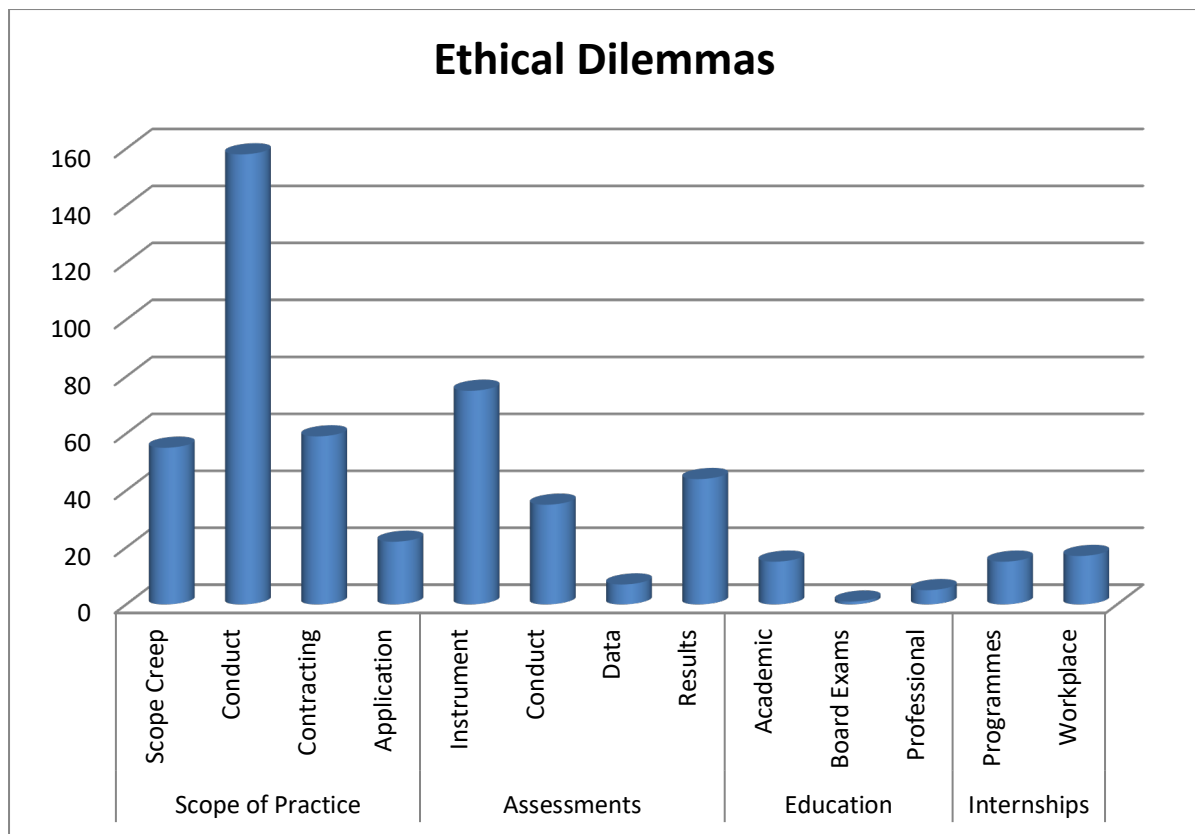
Ethical Dilemmas

Figure 2: Ethical Dilemmas as identified by the SIOPSA focus groups

Theme 1: Scope of Practice

The purpose of a scope of practice is to offer clarity for I-O psychologists in response to possible ambiguity within the regulations and to guide professionals to practice professionally and ethically within their scope. These guidelines do not replace or supersede the regulations but must be read in conjunction with them. Scope of practice as a hatchery for ethical dilemmas is expressed through four sub-themes that emerged from the thematic analysis:

- *Scope creep* occurs when the scope of practice is not clearly defined and understood. This leads to conflict between I-O psychology and related areas of expertise such as human resources, psychometry, coaching and counselling. The focus included both the invasion of the scope of practice of I-O psychology and efforts by I-O psychology to protect its domain.
- *Conduct* refers to how well I-O psychologists behave as professionals in terms of I-O psychology's branding and identity in both a personal and a

30

professional capacity. It covers such issues as mandate and compliance; competence; moral aspects; professionalism; confidentiality; collaboration; cultural sensitivity; research; and bias in terms of race or gender.

- *Contracting* includes terms and conditions that impact on the return on investment for the organisation or the client. Issues for the I-O psychologist include conflict of interest, intimidation, quick fixes, fee regulation and structuring and value proposition.
- *Application* is focused on services that are expected of I-O psychologists as part of their scope of practice. These include psycho-legal services, wellness, EQ, performance management and job evaluation.

Figure 3: Themes of ethical dilemmas within Scope of Practice as identified by the SIOPSA focus groups
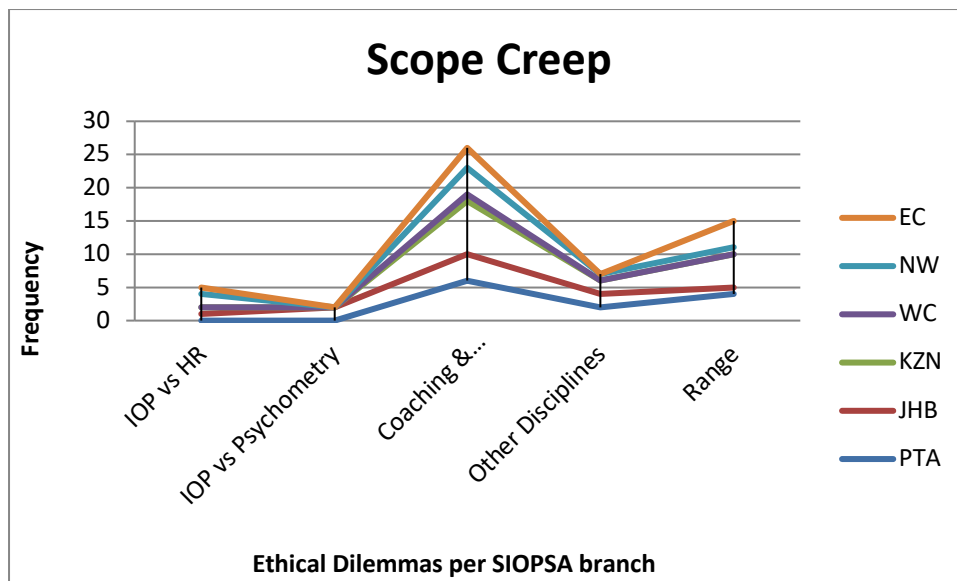
Figure 4: Ethical Dilemmas within Scope of Practice (Scope Creep) as identified by the SIOPSA focus groups

The majority of the six SIOPSA branches expressed concern with regard to no clear boundary guidelines between the fields of I-O psychology on the one hand and coaching and counselling on the other. Figure 4 indicates this trend across the six SIOPSA branches with this problem particularly evident in the Eastern Cape. Barriers to prevent non-psychologists fulfilling a function that should be fulfilled by I-O psychologists are not in place or not properly regulated. I-O psychologists have also been accused of performing coaching and especially counselling services on a level that might be intruding on the scope of other disciplines. Thus, the boundaries of counselling and coaching are open to interpretation.

Table 2: Scope creep - themes and significant statements

1.	**IOP vs. HR**	-Should IOP's be registered with the Department of Labour if recruitment and selection is the core part of your business?
2.	**IOP vs. Psychometry**	-What is truly the difference between us and psychometrists?
3.	**Coaching & Counselling**	-How many sessions of counselling should IOP's do before they refer?

		-Proper coaches vs. fly-by nights -A lot of confusion in the blurring of lines between different practices- e.g. counselling -Does this form part of our scope? When do we know when to refer a client to another psychologist? -Different levels of competence e.g. counselling or debriefing -Blurred line between coaching and counselling -EQ as a psychological construct - EQ development by NON-psychologists -Counselling forming part of scope or not -Is coaching part of our scope? -IOP's will move outside of their scope concerning counselling -Counselling moving into IOP scope
4.	**Other disciplines**	-Using clinical psychological tools to perform counselling -Other categories of psychologists & HR practitioners invading IOP scope -Testing school children even though you are not an educational psychologist
5.	**Range**	-Saying yes to work even though it's not part of scope -Non-psychologists venturing into psychological issues -Different people creeping into the scope of IOP and damaging the brand"
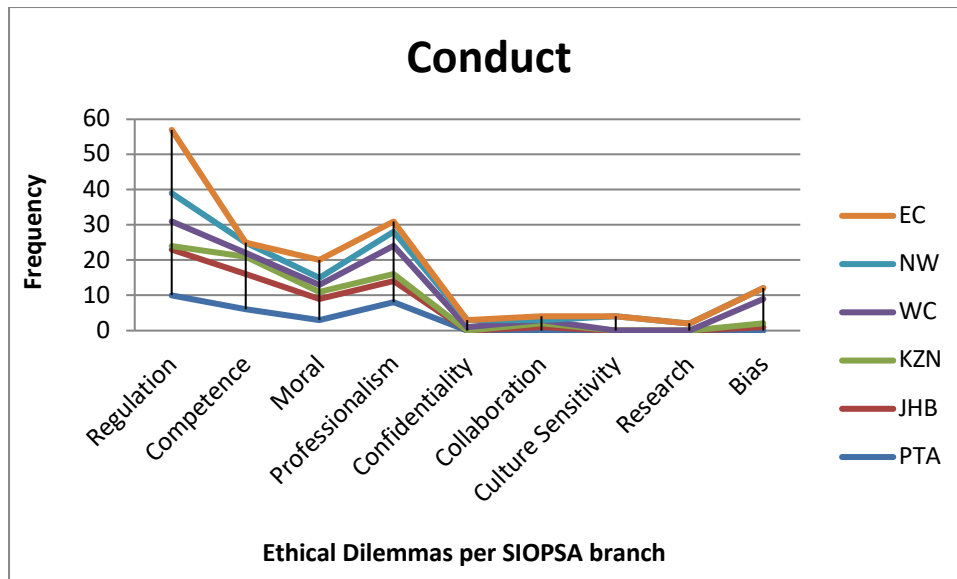
Figure 5: Ethical dilemmas within Scope of practice (Conduct) as identified by the SIOPSA focus groups

The conduct of I-O psychologists is based on a relationship of mutual trust between client and practitioner. I-O psychology requires a life-long commitment to sound professional and ethical practices and a dedication to the interests of one's fellow human beings and society. Figure 6 shows the facets of conduct, defined below, that enjoyed the highest frequency across the six SIOPSA provinces:

- *Regulation* (what I-O psychologists may and may not do as professional psychological practitioners),
- *Competence* (the depth and breadth of specialised knowledge that the I-O psychologist has as a professional psychological practitioner),
- *Moral* (the ethical and trustworthy manner in which the I-O psychologist conducts him/herself as a professional psychological practitioner), and
- *Professionalism* (the astute way the I-O psychologist handles him/herself as a professional psychological practitioner).

Table 3: Conduct - themes and significant statements

1. Regulation	-What can/can't/should/shouldn't IOP's do? -Applying legal services but not necessarily the expert -Knowing when to refer to other scope of practices -IOP's in South Africa are some of the most regulated professionals worldwide -So, if a South African IOP works internationally, what is allowed? When is in ethical/unethical? -How do we rethink our role in the world in a much regulated context? -Barriers to entry to IOP -People misrepresenting the brand such as practicing as IOP's but are not registered with the HPCSA -Young people do not know about the career of IOP -Lack of registration with HPCSA or other professional bodies and dealing as professionals
2. Competence	-Need to be up to date with current knowledge -Are the I/O psychologists competent in the area that the business requires of them -Did the service provided by the I/O psychologist render ROI? -The rigour of measuring the ROI -Numerous psychologist comes to these CPD events just to tick the box -Doing poor needs analysis by not implementing scientific measures combined with practice and therefore just applying measures that are always used in practices -Keeping up to date with new knowledge that are available and going beyond just attending CPD events -Having the current scientific and practical knowledge in order to apply the right methodology -Doing work, you are not competent in

		-Various tests that are not on the HPCSA list are reliable and valid. Can we still use them?
		-Morally obligated to add value
		-In terms of seeing something being done wrong but you are not contracted to do it but know you are ethically responsible to do
3. Moral		-Responsibility to balance the science and the practice of IOP structures
		-Using "classified" tests out of context
		-Practicing without being registered
		-Having to decide what is right and wrong concerning the business you do with clients
		-Witnessing nepotism and not doing anything about it
		-Where projects start vs. where they finish
		-Be expected to work outside of your scope for a business
		-When is it our job to report unethical behaviour?
		-Customer service- what clients want vs. what I/O psychologists have the knowledge of
4. Professionalism		-How do you create dependency with clients?
		-Over familiarity influencing perceived objectivity
		-Maintaining professionalism in terms of role identity
		-Guidelines not clear on group and organisational engagement
		-Pressures and remaining true to ethical guidelines when a in profit environment
		-Sharing of company's strategies when working across companies
5. Confidentiality		-Do you disclose information to the client when an employee describes a situation that influences their effectiveness in their job? For example, sexual harassment.
		-Line managers want to know information about employees that we can't provide

6.	**Collaboration**	-Working with professionals in other disciplines -Being able to create a network where you can share and guide other IOPs in terms of ethical dilemmas -Collusion in terms of fee structuring -Between professionals and referring out when they should if something falls outside their scope
7.	**Cultural sensitivity**	-Regarding race and cultural issues, discrimination -IOP's ignorance about cultural sensitivity
8.	**Research**	-Research ethics are extremely important as we as IOP's do a lot of research and it's important to know what is and isn't allowed to do -Students should be exposed to research from undergrad as it is such an important part of what many IOP's do
9.	**Bias**	-Does the IOP use a measure because it is what he/she likes or what is actually necessary? -Performance management systems are being misused -Gender equality -Male vs female (equality) -Does the IOP use a measure because it is what he/she likes or what is actually necessary?
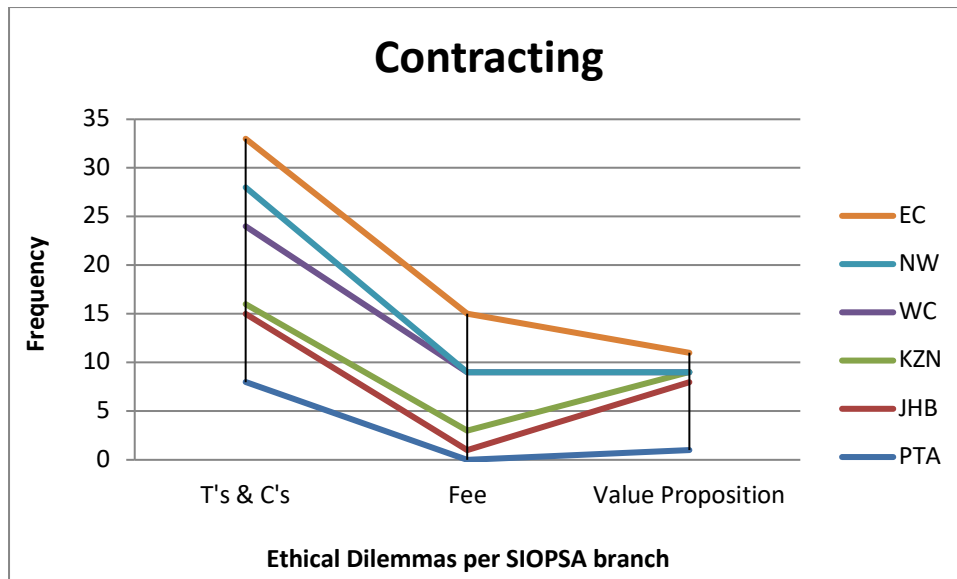
Figure 6: Ethical dilemmas within Scope of practice (Contracting) as identified by the SIOPSA focus groups

Contracting focused on the transactional activites the I-O psychologist engages in when interacting and consulting. The following three items were identified as important for the I-O psychologist in the field:

- *Terms and conditions* (what should the specific details of the agreement be between the I-O psychologist and the client?),
- *Fees* (how does one structure the cost of service between the I-O psychologist and the client?) and
- *Value proposition* (how should the return on investment be measured?).

The aspect with the highest frequency was *terms and conditions,* which focuses on the establishment of the relationship between the I-O psychologist as professional practitioner and the client who is willing to pay for the professional service. The two may differ in terms of expectations versus reality and so the relationship should be approached with great care and caution as it can create a dilemma for the I-O psychologist. Fee structures and value proposition had equal frequency, with fee structure relating to the structuring of the cost of service, and value proposition to how the return on investment should be measured.

Table 4: Contracting - themes and significant statements

1. **T's & C's**		-Stakeholders involved
		-Where does the obligation/responsibility lay from IOP?
		-Being contracted for one job and then the client wants other expertise that was not contracted for
		-Clients requirements vs. ethical best practice
		-Clients do not expect us to educate them any more they only want the services
		-Who do we represent? The employees' needs or the organisation's needs?
		-Who is the client? The org or the employees?
		-When a contract changes, can you re-contract?
		-Not creating a clear contract with clients in terms of contract going beyond your scope of practices
		-Operating under the client, in their environment
2. **Fee**		-Ethically defining value and the price attached to that value
		-Excessive supervision fees
		-Cost vs. full value to client
		-Fees aren't regulated
		-Transparency in terms of what is charged
		-How to determine fees
		-How does one determine fees? (Experience vs. Qualification, Function vs. client)
		-Abuse, ripping off user
		-Market demand vs. market price
		-Price Consciousness of the client
		-IOP's are inconsistent with their professional fees to clients
3. **Value Proposition**		-Did the service provided by the I/O psychologist render ROI?
		-Defining IOP's unique value proposition
		-Services fit for purpose
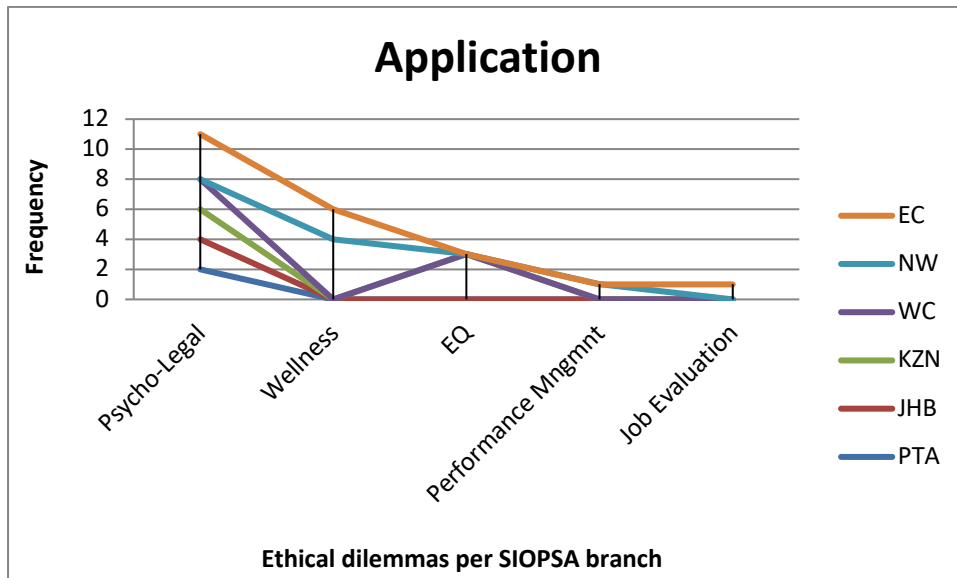
Figure 7: Ethical dilemmas within Scope of practice (Application) as identified by the SIOPSA focus groups

Although Application did not enjoy as high a frequency as the other sub-themes within Scope of practice, it is necessary to note that the most focus was on the practice of psycho-legal or third party work. There is an underlying concern that the competence of entrants to this area of speciality within the scope of I-O psychology is not sufficient and this is harming the brand in South Africa. The other facet that had a noticeable frequency in two provinces was Wellness. Within the context of work, wellness is managed reactively whereas it should be approached more proactively and strategically.

Table 5: Application - themes and significant statements

		-Not influenced by legal counsel
		-Objectivity as professionals
		-Individual psychologist representing the road accident fund vs. client
1.	**Psycho Legal**	-Who is the client? Lawyer, client on trial, court?
		-To little experience in order to write and interpret the reports correctly
		-Students have no previous exposure in how to perform the assessments, interviews or writing reports

		-What makes someone competent in a particular field e.g. psycho-medical field entry without training or experience? -Lack of training and guidance -It is a field that need experience however people do not have it but still start their own practice in this field.
2.	**Wellness**	-Medically boarding - sufficient intervention? -Competence to handles work-wellness issues -Discrimination due to sickness -To ignore critical wellbeing risks -No proactive behaviour is happening to prevent
3.	**EQ**	-How do you determine what is psychological tests? E.g. it is not specified that EQ is part of a psychological construct -Is EQ part of personality or not?
4.	**Performance Management**	-Performance management systems are being misused
5.	**Job Evaluation**	-Objectivity of grading of salaries

Theme 2: Assessment

Assessments had the second highest frequency as a main theme. Assessment is a key distinguishing activity for I-O psychologists, with a number of ethical dilemmas in its application in the work place. The theme of assessments is expressed through four sub-themes (Figure 8) with underlying facets, namely *Instrument* (classification, application, integrity, supervision, accreditation and costs), *Conduct* (ethical, professional and confidentiality), *Data* (data security) and *Results* (purpose, reports and feedback). Figure 8 reports the highest frequency for the sub theme of Instrument followed by Results, Conduct and Data.
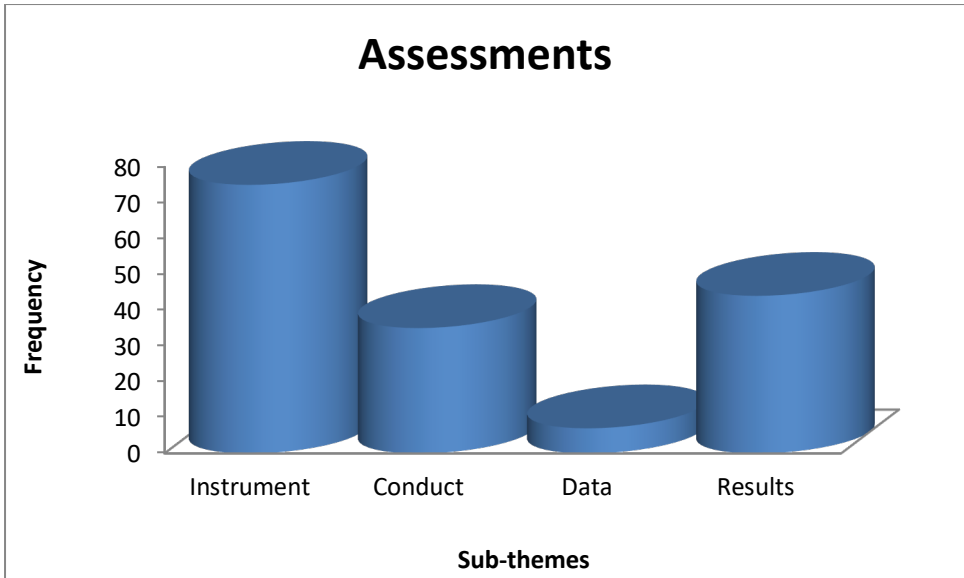
Figure 8: Themes of Ethical Dilemmas within Assessments as identified by the SIOPSA focus groups

Table 6 lists the themes and significant statements expressed by the participants from the six SIOPSA branches about dilemmas relating to Assessments.

Table 6: Assessments - themes and significant statements

1. Instrument	-Do not know whether to use other valid and reliable assessments not on the list -Purpose + disclosure -Various tests that are not on the HPCSA list are reliable and valid. -Can we still use them? -Psychometrics always comes under question in these environments -When to use what assessment for what context -Is test classification being done efficiently? -Are assessments really valid towards all cultural backgrounds? -Are assessments on the HPCSA list truly still reliable? -Biggest field where the most damage can happen in terms of the IOP field

	-Are we using assessments with the correct norms? Ones that are registered with the HPCSA? Classified vs. unclassified. Inconsistent application.
	-Who can administer tests? Registered vs. unregistered person?
	-Applied in a culturally fair manner
	-Using the assessments for the wrong purposes
	-A lot of non-registered people are using assessments when they are not allowed
	-Non-psychologists administering assessments
	-Test providers: Training of non-psychologists
	-Unsupervised assessments like numerical and verbal reasoning assessments lead to participants cheating on the assessments
	-Test publishers charge for tests under development, but they are not allowed
	-Cultural differences in terms of proficiency
	-Assessments not valid across all cultural groups in SA
	-Organisations are still using outdated assessments to assess people for selection purposes
	-Cost implication of administering assessments is generally high - leads to people cutting corners
2. Conduct	-Misuse of psychometric tests/not aligning the intent of assessment with desired outcome
	-Potential ethical issues in terms of line vs candidate
	-Expected to meet the client's needs at all costs
	-Expect I/O psychologists to be accommodating towards the client
	-Reporting use of unethical assessments
	-Using tests that are outside of the scope
	-Sharing information of participants with organisation which is not allowed
	-Reports are being misused or giving to people without informed consent

		-Sharing confidential information with organisation
		-Sharing personal information in conversation or psychometric assessments
		-Face-to-face/telephonically/report via email
		-Access to information
3.	**Data**	-Ethical storage of data
		-Unauthorised personnel using data
		-Who has access to the data
		-Participant wants feedback however client did not pay for the feedback
		-Clients expect a yes or no answer from the I/o psychologist vs. I/O psychologist makes recommendations based on more than assessments
		-Are we responsible to give feedback for the individual even if the organisation does not require it?
		-What kind of feedback the I/O psychologist are allowed to give vs. organisations expectation
		-What happens in feedback in terms of when to give feedback, how to give feedback
4.	**Results**	-Not debriefing feedback
		-How do we give feedback to managers? Once we provide them with something on paper we lose control over how they use those results
		-Students have no previous exposure in how to perform the assessments, interviews or writing reports
		-Testing becomes very transactional between IOP and client. No to little critical evaluations or predictions to add value
		-Who gets feedback while protecting the testee?
		-Avoiding to provide feedback
		-Dishonest reports and feedback sessions
		-Using the correct words during feedback

-HR based interviews as strong predictor vs. IO psych recommendation

-Informed consent

-Entitled to feedback vs. paying for feedback

-People not trained are doing report writing
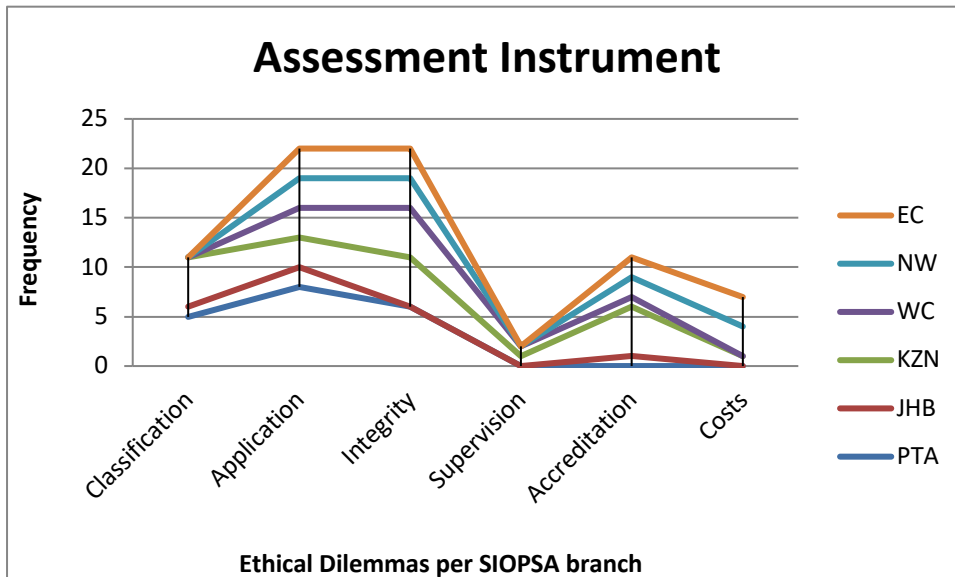
Figure 9: Ethical Dilemmas within Assessments (Instrument) as identified by the SIOPSA focus groups

Figure 9 shows that dilemmas with the highest frequency for Assessment instruments were *application* (how the assessment is chosen and administered) and *integrity* (the construct validity and reliability of the instrument; does it measure what it is supposed to measure?). *Accreditation* (who qualifies for accreditation training and what is deemed as sufficient training?) and *classification* (can we still trust the HPCSA classification regulation?) yielded about half as many reported dilemmas. *Costs* (what are the cost implications of administering assessments? Does it promote cutting corners?) yielded fewer still and *supervision* (does technology make assessment instruments more accessible or cheatable?) the fewest of all.
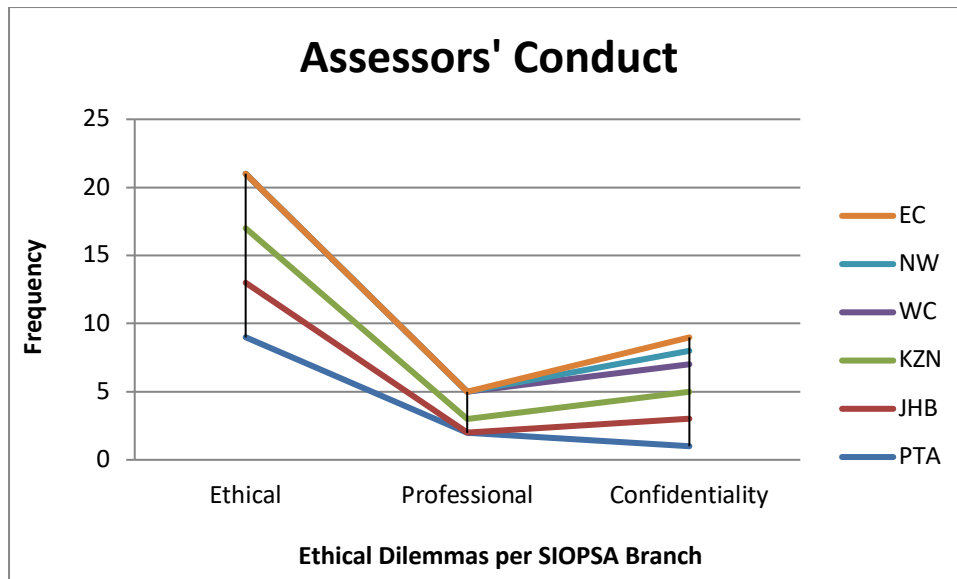
Figure 10: Ethical Dilemmas within Assessments (Conduct) as identified by the SIOPSA focus groups

I-O psychology requires a commitment to sound professional and ethical practices, including proper conduct when engaging with assessment practices. In terms of assessors' conduct, Figure 11 reports three dilemmas as important with *Ethical* (what is the intention or motive with which the I-O psychologist conducted the assessment?) the highest frequency, followed by *Confidentiality* (how trustworthy is the I-O psychologist with the personal information attained through the assessment?). *Professional* (what is the standard of service produced by the I-O psychologist?) had the lowest frequency in all centres except Pretoria, where the lowest was for *Confidentiality*.
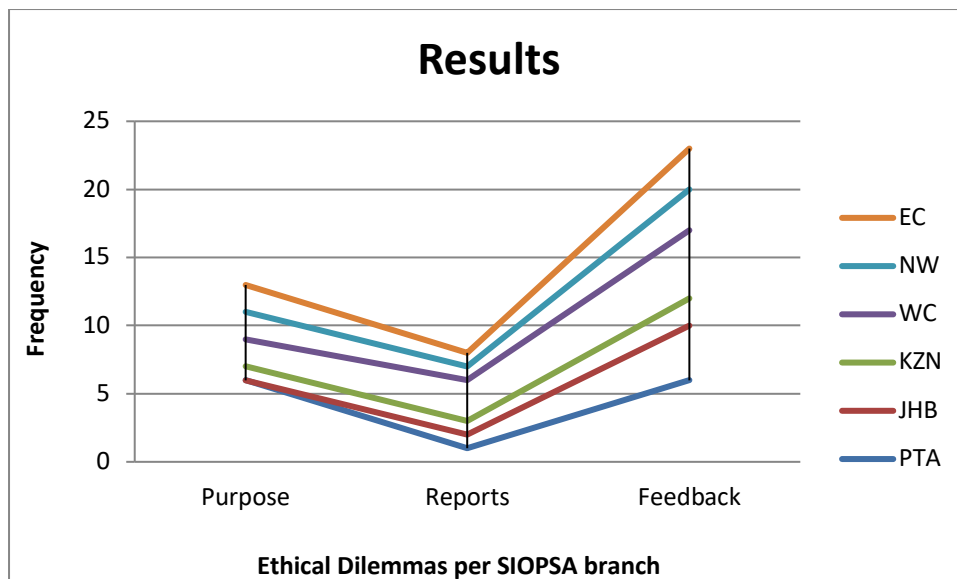
Figure 11: Ethical dilemmas within Assessments (Results) as identified by the SIOPSA focus groups

The dissemination of assessment results is important and needs to be performed by an accredited and competent I-O psychologist who has been trained and has accumulated experience. Figure 11 shows that most dilemmas were associated with *Feedback* (transparency, availability and quality). About half as many dilemmas were linked with *Purpose* (does the purpose of the assessment align with the desired outcome?) and about half as may again with *Reports* (what is the standards of report writing & who has report-viewing privilege?).

Theme 3: Education

Education had the third highest frequency of the four main themes. It is expressed through three sub-themes (Figure 12) each with underlying facets as identified from the thematic analysis of dilemmas. The first is *Academic* (selection, syllabus, collaboration and competency), the second is *Board Exams* (Consistency) and the third is *Professional* (continuing professional development [CPD] and mentorship).
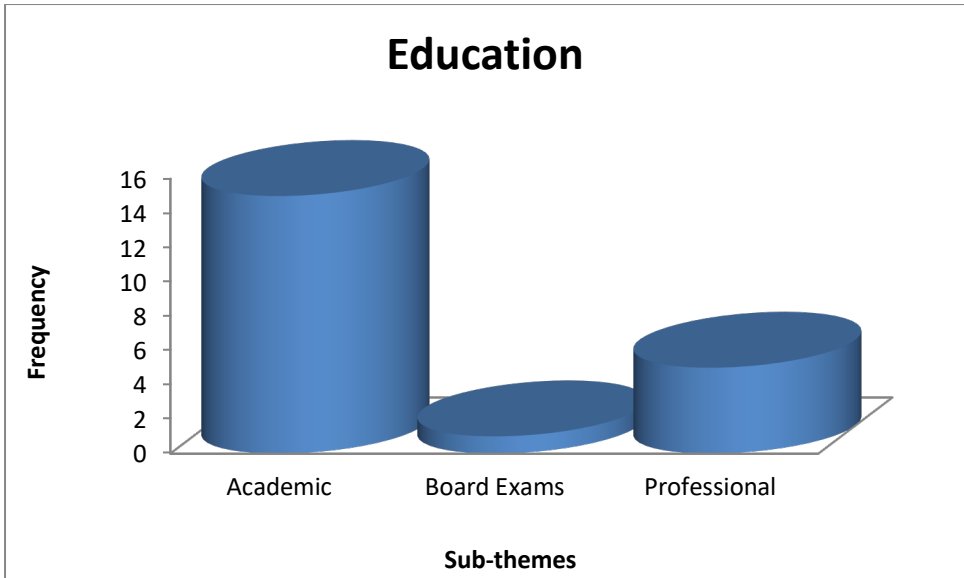
Figure 12: Themes of Ethical Dilemmas within Education as identified by the SIOPSA focus groups

Table 7 lists the themes and significant statements expressed by the participants from the six SIOPSA branches about dilemmas relating to Education.

Table 7: Education - themes and significant statements

1. Academic	-Selection ratio -Academic programmes across the country differs to a large extent -Selection ration of students for M-programme -Training types do not produce competent interns -Not all I/O students get the exact same education as another. Is that truly ethical in not exposing all student to the exact same academic knowledge? -Is one person more competent than another due to the university he/she came from? -Difference in how we are trained due to universities focusing on different fields -Theory learned vs what happens in practice -Not knowing what to do in the "real world" when you are an intern. There is a gap between what we learned at the university and what is actually happening in practice

		-Lack of collaboration between universities
		-Universities specialising in certain fields
2.	**Board Exams**	-Inconsistency of board exams
3.	**Professional**	-Numerous psychologist comes to these events just to tick the box -It is more than just attending CPD -IOP's need more specialisation in certain fields

Education as a theme has a direct impact on the clarity with which I-O psychologists comprehend the psychological principles that have to be applied in order to attain meaningful and enriching work. What is expected of an I-O psychologist rests on two pillars, namely *academic* and *professional*. During their academic education, the prospective I-O psychologist encounters the theory of the psychological principles to be applied in the workplace. This provides a good preview of what I-O psychologists will face in the workplace. During professional education the I-O psychologist applies what he/she has been taught and thereby gains practical and operational experience of how to apply what has been taught on a theoretical level.
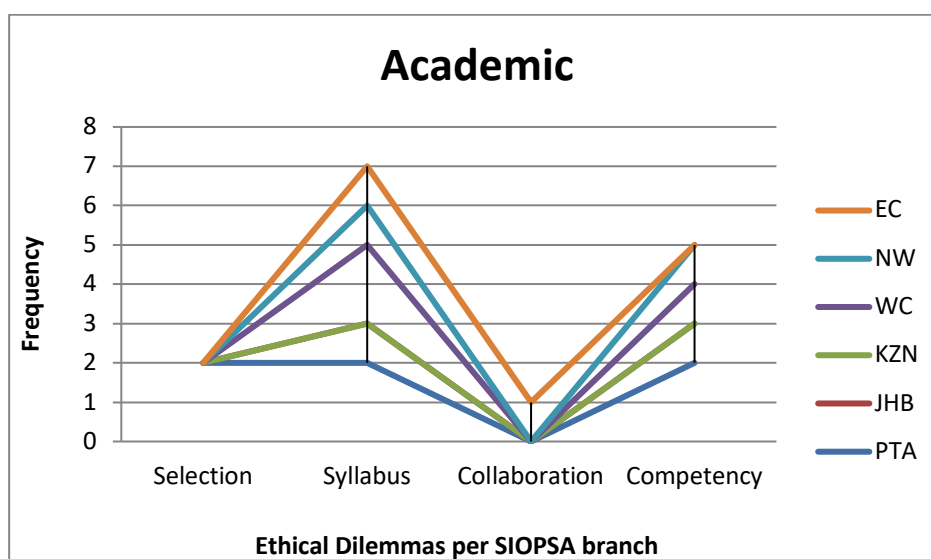
Figure 13: Ethical Dilemmas within Education (Academic) as identified by the SIOPSA focus groups

Figure 13 shows that *syllabus* (what are I-O psychology students taught in the classroom?) recorded the highest frequency of dilemmas reported for education. Next highest was *competency* (how proficient are these I-O psychology students in terms of what they are taught?). Very few dilemmas arose around s*election* and virtually none around *collaboration*.
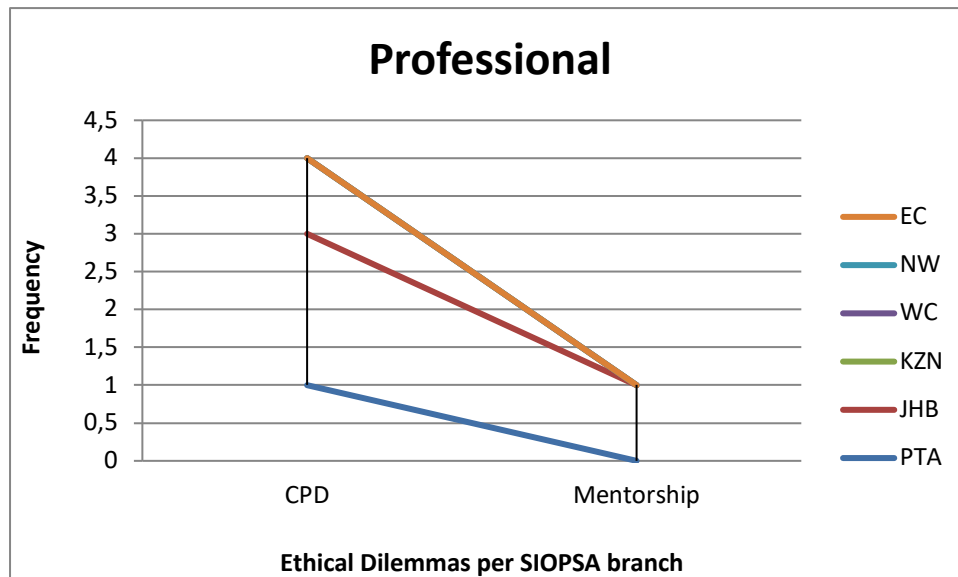
Figure 14: Ethical Dilemmas within Education (Professional) as identified by the SIOPSA focus groups

Figure 14 shows *CPD* (upskilling through continuous professional development initiatives) providing the highest frequency of dilemmas reported for education, followed by *mentorship* (peer supervision and assistance). The challenge lies in mutual accountability to uphold the standards of competency and service expected of I-O psychologists. Ensuring consistency between all the professional practitioners must be a key focus.

Theme 4: Internships

Of the four themes, Internships recorded the lowest number of dilemmas. The thematic analysis of dilemmas revealed that Internships consists of two sub-themes (Fig16) with underlying facets, namely *Programmes* (structured vs unstructured, availability and competence), and *Workplace* (exposure and mentorship).
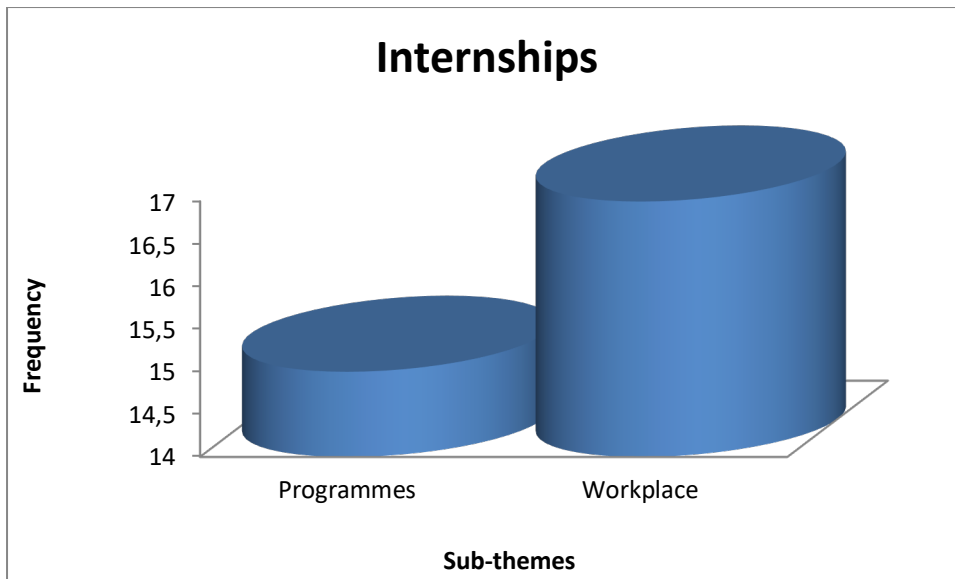
Figure 15: Themes of Ethical Dilemmas within Internships as identified by the SIOPSA focus groups

Table 8 lists the themes and significant statements expressed by the participants from the six SIOPSA branches about dilemmas relating to Internships.

Table 8: Internships - themes and significant statements

1. Programmes	-The availability of internships
	-Difference between structured and unstructured programmes
	-What elements are interns supposed to include in their programmes
	-Is an internship enough?
	-Struggling to finish your internship
	-Some internships end up being more HR driven than IOP
	-Lack of internships opportunities
	-Reporting an outcome on the internship program without actually doing it
	-Not knowing what to do in the "real world" when you are an intern. There is a gap between what we learned at the university and what is actually happening in practice

2.	**Workplace**	-Interns focus on just one area and not being exposed towards other areas
		-Transferring knowledge and skills between newer interns and experienced psychologist is difficult
		-Organisation does not give the necessary exposure to all areas
		-Very few organisations have the capacity to accommodate interns
		-More senior I/O psychologists keep their knowledge to themselves rather than sharing it with the younger generation
		-Intern has minimal contact with their supervisor
		-Intern and supervisor end up faking the reports together
		-Expected to practice without supervision
		-No clear guidelines for supervisors leads to inconsistency
		-Excessive supervision fees
		-Needs of company are put ahead of your needs as intern
		-Internships that go on without supervisor
		-Interns doing psychometrics and their supervisor signing of on the hours the intern did but the interns has not done all that is required to do
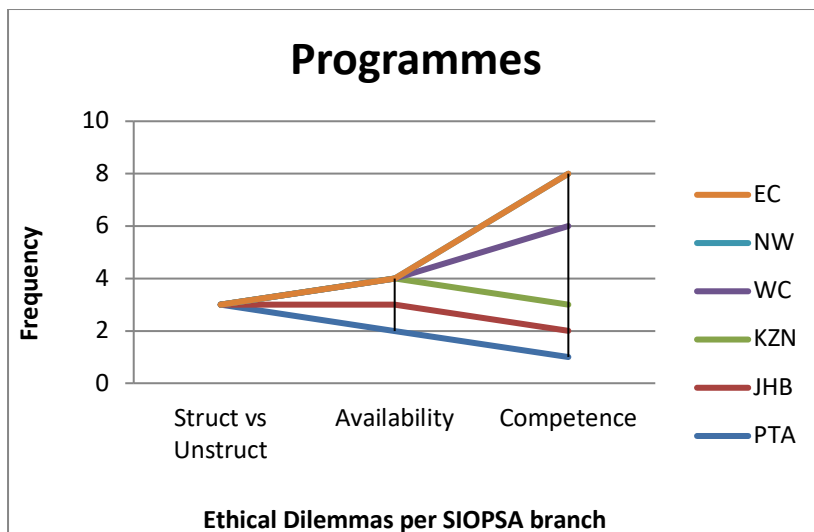
Figure 16: Ethical Dilemmas within Internships (Programmes) as identified by the SIOPSA focus groups

Figure 16 shows, oddly, that although *competence* provided the greatest overall number of dilemmas, both the Pretoria and Johannesburg branches had lower frequencies for competence than for either of the other two sub themes. Nevertheless, as I-O psychology is deemed one of the five primary specialist fields within the scope of psychology, the question may be asked whether prospective I-O psychologists gain the necessary knowledge and skills during their internship period to be able to assert themselves in the workplace as professional practitioners. Another issue identified is the availability of internships to prospective I-O psychologists. There are very few organisations who have the capacity to accommodate an intern and provide all the exposure necessary to achieve a successful internship tenure.
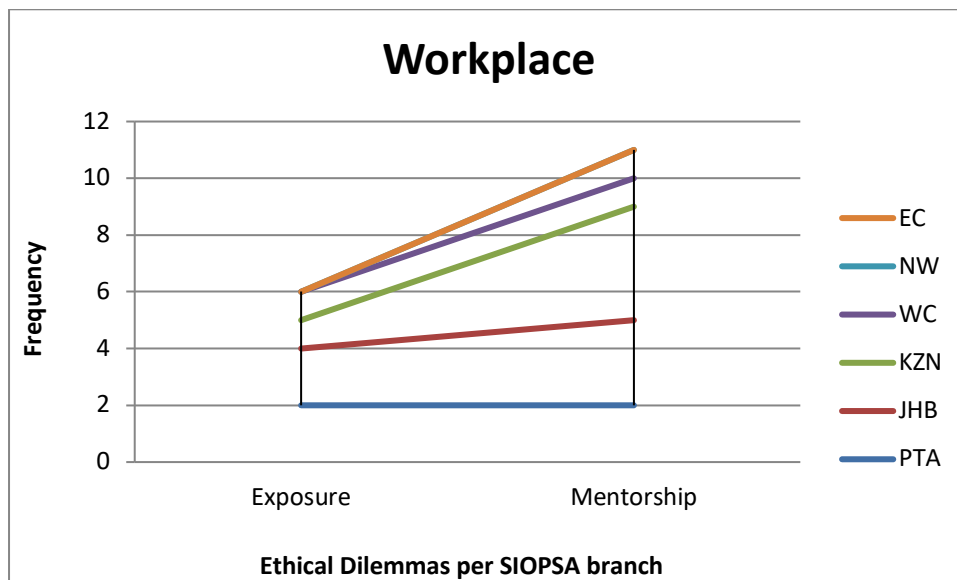
Figure 17: Ethical Dilemmas within Internships (Workplace) as identified by the SIOPSA focus groups

Figure 17 reports *exposure* and *mentorship* as providing significant dilemmas for interns in the workplace. Insufficient exposure affects the transfer and consolidation of necessary knowledge and skills relevant to I-O psychology. The risk involved when an intern does not receive focused supervision is that his/her professional reasoning, including ethical reasoning, cannot develop fully. In itself this has the potential to be problematic to I-O psychology as a whole.

Table 9 lists significant statements expressed by the participants from the six SIOPSA branches about dilemmas relating to Internships.

Table 9: Internships (Workplace) - themes and significant statements

|	
1. Exposure	-Interns focus on just one area and not being exposed towards other areas -Organisation does not give the necessary exposure to all areas" -Struggling to finish your internship -Some internships end up being more HR driven than IOP -Needs of company are put ahead of your needs as intern -Reporting an outcome on the internship program without actually doing it -As students and interns there is a perception of what an IOP is and the job they provide, but clients or corporate give them generally HR work to perform.
2. Mentorship	-Transferring knowledge and skills between newer interns and experienced psychologist is difficult -More senior I/O psychologists keep their knowledge to themselves rather than sharing it with the younger generation -Intern has minimal contact with their supervisor -Performing tasks without supervision -Intern and supervisor end up faking the reports together -No clear guidelines for supervisors leads to inconsistency -Internships that go on without supervisor -Interns doing psychometrics and their supervisor signing off on the hours the intern did but the interns has not done all that is required to do

Nomological Network Structure of Ethical Dilemmas

Figure 18 is a presentation of the proposed nomological network structure of ethical dilemmas I-O psychologists are experiencing in the workplace. This proposed structure was developed by integrating qualitative data gathered by means of focused group discussions at six (6) SIOPSA branches as presented in this study. The nomological network structure presented here indicates main themes and their supporting sub themes as well as the interaction between these themes and sub themes in terms of ethical dilemmas that I-O psychologists experience.

Furthermore, the proposed nomological network also demonstrates key influencing factors and relationships that is present between the main themes and their supporting sub themes, which fundamentally affects ethical dilemmas. In the next section, these influencing factors and relationships are discussed in greater detail.

5.3 SUMMARY

The main themes, sub-themes and contextual experiences presented in this section reflect the ethical dilemmas that are experienced by I-O psychologists in the workplace. Various ethical dilemmas faced by participating I-O psychologists were discussed and shared. Each of the four themes was described in relation to several sub-themes relating to the participating I-O psychologists' experiences. The analysis also showed that some of the sub-themes influenced more than one area. These shared sub-themes or workplace experiences assisted in developing an understanding of how the themes affected the I-O psychologists' way of thinking. The following section provides a composite description of the ethical dilemmas in the context of this study.
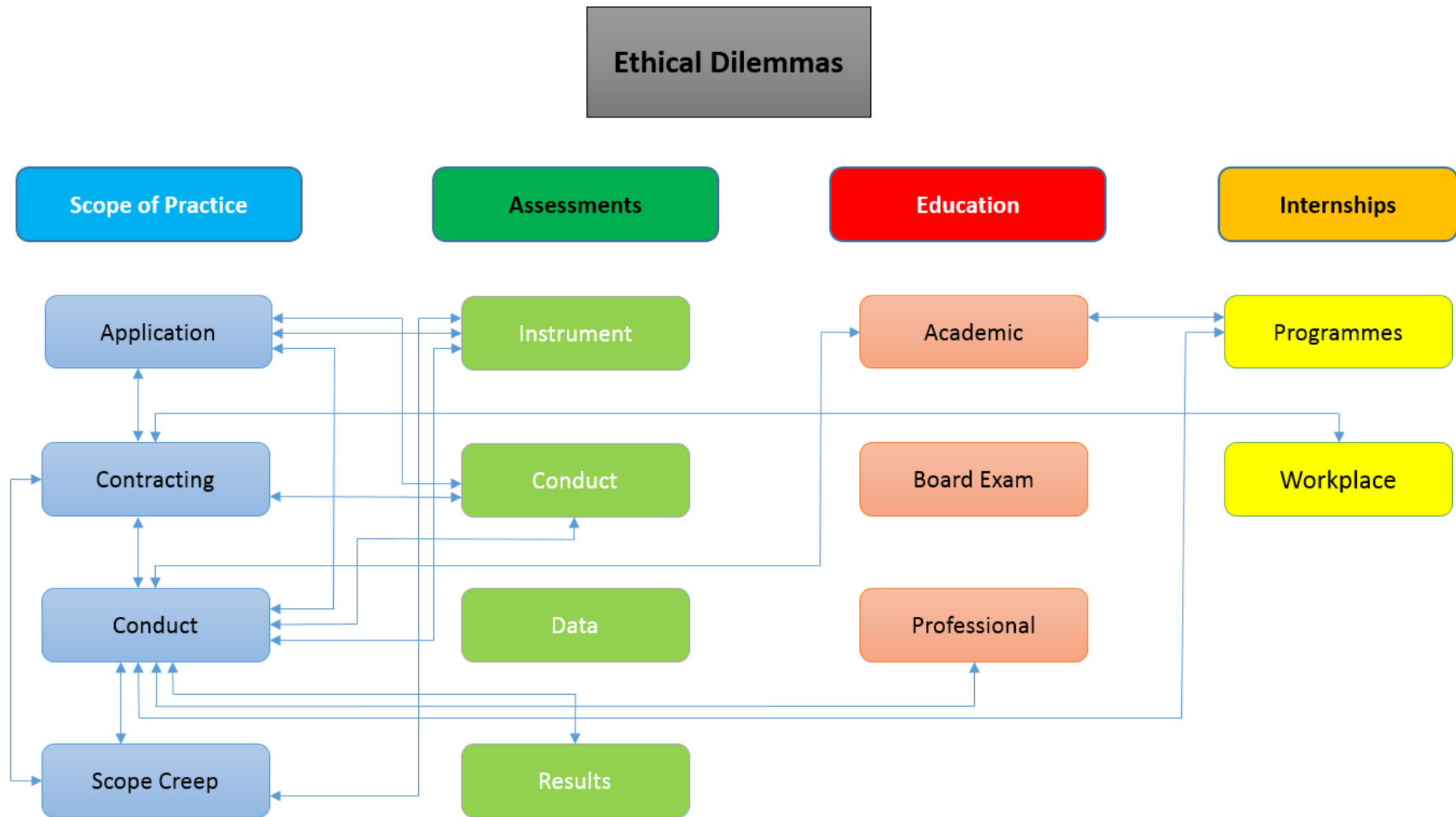
Figure 18: Nomological Network Structure of Ethical Dilemmas

6 DISCUSSION OF RESULTS

The overall purpose of this study was to explore ethical dilemmas that I-O psychologists are experiencing in South Africa. The first research objective was to conceptualise ethics and dilemmas according to literature. The second was to explore ethical dilemmas that I-O psychologists deal with in the South African context. The final research objective was to develop a nomological model of ethical dilemmas that I-O practitioners are confronted with. In this section, the interpretation of literature and data as well as the implications for psychologists are explored.

6.1 Conceptualising ethics and dilemmas according to literature

The first research objective was to conceptualise ethics and dilemmas according to literature.

This research can aid I-O psychologists to enhance their ability to (1) identify the essence of ethical problems; (2) understand the impact of personal and professional values in influencing ethical decision-making and their response to ethical dilemmas; and (3) improve their overall moral choices (Lefkowitz, 2017).

According to Adelman (1991, as used in Muleya, 2017), ethics focuses on the specific principles of behaviour suited to a defined grouping, such as I-O psychology. Suresh (2011) refers to ethics as an arrangement of moral principles that assist in developing a consciousness of the difference between right and wrong or acceptable and unacceptable actions, and appreciating the consequences of those actions. Ethical choices are seldom easy, thus the challenge of ethicality lies in the process of forming and keeping honest relationships from which to address ethical dilemmas that cannot be manipulated, rather than the predictable and mechanical application of moral codes, rules and regulations (Cascio & Aguinis, 2018).

According to OxfordReference.com, an ethical dilemma is the clash involving the necessary choice between two or more situational applications, with each one underpinned by a different ethical principle. An ethical dilemma can also be defined as the confusion between values in a situation demanding a decision, or the inability to decide on the better option when two or more options are available (Lindsay & Clarkson, 1999; Noureddine, 2001; Akfert, 2012).

Because I-O psychologists work in multifaceted social settings they frequently encounter ethical dilemmas arising from conflict between a humanistic value system and the competitive free-enterprise, profit driven organisational value system within which I-O psychologists conduct themselves (Lefkowitz, 2017). Facing a conflict between seemingly appropriate ethical standards is revealed as a source of ethical dilemmas experienced by I-O psychologists. Ethical dilemmas are also caused by also caused by the difficulty of applying ethical standards that are unfamiliar and obscure, leading to the failure to apply standards or to distinguish between right and wrong (Ergene, 2004; Gumuş & Gumuş; 2010). It is easier to recognise an ethical dilemma than to resolve it (Cascio & Aguinis, 2018).

I-O psychologists, as individual practitioners or as a collective of professionals, should affirm that they are making a positive contribution in terms of maintaining high ethical standards in the world of work. Albeit with honourable intentions, I-O psychologists risk contributing to unethical behaviour by abdicating the responsibility to be torchbearers for ethical principles in a world dominated by profit and hidden agendas (Van Vuuren, 2010). In conclusion, I-O psychologists have to align their personal values with those of the profession in order to enhance their inherent ethical discernment and their ability to identify the essence of ethical problems. To understand the impact of personal and professional values in influencing ethical choices and response to ethical dilemmas, I-O psychologists have to buy into what I-O psychology is trying to accomplish as an ethical profession and thereby improve their overall ethical decision-making.

6.2 Exploring the ethical dilemmas that industrial psychologists deal with in the South African context

The second objective was to explore ethical dilemmas that I-O psychologists deal with at work in the South African context.

During this phase the researcher built upon pre-established themes that were developed by an I-O psychology intern at the University of Pretoria, Katinka Clack, as part of presenting the high-level results to a psychology stakeholder constituency (Meiring, 2017). The researcher was provided with the secondary data and a preliminary analysis in order to compare the findings with published literature on ethics in a South African context. He used this opportunity to immerse himself in the data and further explore whether the same themes and sub-themes were unearthed when investigating the raw data (i.e. focus group discussion sheets and audio-recordings).

Four main ethical themes were identified, namely scope of practice, assessments, education and internships, in descending order of dominance in focus group discussions. Scope of practice represented 58% of the data, assessments 32% and internships the remaining 10%.

I-O psychologists make their living by contributing to the corporate domain and striving for optimal productivity and profitability within it (Lefkowitz, as used in SIOP, 2003). This led Ryan & Ford (2010) to identifying I-O psychology as having an identity crises of sorts. This problem relates to the insufficient and inherently subjective professional identity defined as philosophies, focus-areas and meta-objectives about what it is I-O psychologists should accomplish in the organisations contracted as their client(s) and how they choose to go about achieving their goals (Lefkowitz, 2010). I-O psychology as a profession is at risk if it is incapable of uniting under a single identity (Page, 2015). Therefore it is important to understand the fundamental identity of I-O psychology as showcased in its strategic objectives, namely (1) to become the leading and trusted expert on vocational human behaviour, (2) to grow the consciousness and application of I-O psychology overall, (3) to meet the requirements of

those working within the scope of I-O psychology during the course of their careers, and (4) to demonstrate and underpin the effective incorporation and interweaving of science and practice (SIOP, 2013). This provides the I-O psychologist with the opportunity for freedom of artistic and creative expression within professional boundaries. In the end, the integrity of I-O psychology as a profession is ever more reliant on individual contributions and less on its regulatory bodies (Page, 2015). When the individual's freedom becomes strangled due to issues such as ethical dilemmas, I-O psychology as a profession becomes damaged. That is why it is so important to understand the four main themes and to intervene proactively in solving the ethical dilemmas experienced by I-O psychologists in the South African context.

6.2.1 Scope of practice
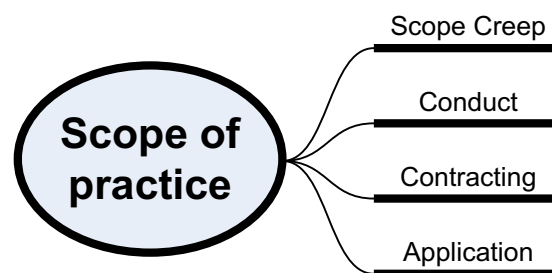
Figure 19: The main theme of scope of practice with its sub-themes

What are the themes?

The scope of practice describes the requisite knowledge, competencies and skills to practice within the field of I-O psychology. From the data it emerged that issues that stem from the scope of practice were dominant across all the focus groups. Within the scope of practice further distinctions are made between the following four sub-themes

(1)   Scope creep between I-O psychology and other disciplines and fields of expertise that include human resources, psychometry, and coaching and

counselling. Key indicators by participants in the discussion groups (refer to Table 2) include

- "a lot of confusion in the blurring of lines between different practices"
- "does this form part of our scope? When do we know when to refer a client to another psychologist?"
- "saying yes to work even though it's not part of scope."

This provided insight into the psyche of the participants regarding I-O psychologists' uncertainty about the boundaries between what professional act they may or may not perform and about the extent to which their professional expertise is relevant. There is a lot of overlap between categories where a field of work does not belong exclusively to one category. For example, the scope of I-O psychology is limited to work-related problems and does not acknowledge that personal problems have an impact in the workplace and that the one does not exist in isolation from the other. This is pointed out by Watkins (2001) as well as Rothmann and Cilliers (2007) when they allude to the fact that there is a maltreatment of the fundamental link between I-O psychology and other categories, like clinical psychology, which may well deal with both work-related problems and personal problems. Burnout is considered part of workplace psychopathology for which IO-psychologists are trained, according to their internship requirements (HPCSA Form 218, 2011). However, from the scope of practice it appears to fall within the responsibility of the clinical psychologist, which highlights a possible inconsistency and therefore creates the possibility for unethical acts to occur. Just because you can, does not mean that you should. The inverse also applies: just because it is expected or permissible does not mean you should do it.

(2)   The conduct of I-O psychologists as professional practitioners relating specifically to regulation, professionalism, competence and moral actions. It is worth noting that the conduct of I-O psychologists as professional practitioners received the greatest mentioning out of all the sub-themes of the four main themes. The facets loading onto this sub-theme included the regulation of I-O

psychology, portraying professionalism, upskilling in terms of competence, moral application and personal/professional bias. This possibly indicates that I-O psychologists struggle with a clear definition of their field of expertise.

Key indicators by participants (refer to Table 3) include:

- "What can/can't/should/shouldn't IOP's do?"
- "Are the I/O psychologists competent in the area that the business requires of them?"
- "Maintaining professionalism in terms of role identity."
- "Having to decide what is right and wrong concerning the business you do with clients."

This provided the researcher with insight into the psyche of the participants regarding how I-O psychologists perceive their own behaviour as professionals in terms of I-O psychology's branding and identity in both a personal and a professional capacity. An inherent uncertainty lurks within I-O psychologists themselves as they are confused as to how they should conduct themselves when fulfilling the role of a professional practitioner.

(3)   Terms and conditions of contracts between I-O psychologists and their prospective and current clients. What should I-O psychologists charge for services rendered? How does the I-O psychologist determine the value of the return on investment for the client?

Key indicators by participants (refer to Table 4) include:

- "Not creating a clear contract with clients in terms of contract going beyond your scope of practices."
- "How does one determine fees? Experience vs qualification, function vs client?"
- "Defining IOP's unique value proposition."

This provided the researcher with insight into the thought process of the participants regarding the questions they have when setting the expectations of the professional relationship between themselves and the client. What an I-O psychologist does as professional practitioner is regulated in much detail,

but when it comes to how much should be charged for professional services rendered, confusion and uncertainty prevails. This could be an indication of inconsistencies in regulations and best practice guidelines.

(4)   I-O psychologists focus on services that are expected of them as part of their scope of practice in areas like psycho-legal work and organisational wellness. Key indicators by participants (refer to Table 5) include:

- "What makes someone competent in a particular field e.g. psycho-medical field entry without training or experience?"
- "Competence to handles work-wellness issues."

This provided insight into the participants' insecurity regarding how they are supposed to create capacity when applying themselves as professional practitioners amidst all the uncertainty surrounding them as I-O psychologists. For example, SIOPSA argues that psycho-legal work (earnings and earnings potential, career and career progression, loss of earnings – for children and adults), are not just areas for clinical psychologists. Due to the impact and prevalence of trauma, anxiety and depression which are prevalent in the workplace, I-O psychologists should also be able to do basic counselling for low intensity situations. These fall into the employee well-being domain.

Why are these themes dilemmas?

I-O psychology as a profession finds itself in a state of instability. The main reason for this is the number of court cases involving the HPCSA regarding the scope of practice for I-O psychologists that interfered with its members' professional identity. That these themes have been mentioned at six different geographical locations within South Africa provides insight into the disputes pertaining to boundaries of practice regarding what I-O psychologists should or should not be doing as professional psychological practitioners. A lack of clarity from the HPCSA as the regulatory body leaves I-O psychologists uncertain about what is right and wrong and what they can or cannot do as I-O psychologists.

"Identity is cause; brand is effect, and the strength of the former influences the strength of the latter." ~ Cobus Visser

In an effort to address several complaints received against psychologists who had been disregarding the scope of practice of their registered category, the Minister of Health, Dr Aaron Motsoaledi, issued amendments (Government Gazette 34581 of 02 September 2011) to previous scope regulations in terms of the profession of psychology published in 2008 (Government Gazette 31433 of 16 September 2008). In July 2013 a high court application challenged the Minister's amendments of the scope regulations. This resulted in the Minister entering into an out-of-court settlement agreement which was made an order of the court on 25 November 2016. The court order included, among other findings, (1) that the amended regulations as published by the Minster under Government Gazette No. 34581 of 02 September 2011 be declared invalid, and (2) that the specified period of invalidity of the amended regulations remained for twenty-four months in order to be re-evaluated.

The re-evaluation and scripting of the new definitions considered South Africa's fundamental needs, aligned with international standards and revised the regulations on the scope of the profession. This was introduced as a powerful updated document in Government Gazette No. 41900 of 12 September 2018, in which the Minister printed the latest regulations defining the new scope of the Profession of Psychology.

The amendments to the regulation regarding the scope and profession spanning most of the last decade paved the way for a renewed interpretation of how psychologists as a profession, and specifically I-O psychologists, should approach their area of expertise. In particular, scope of practice was identified as the major contributor of ethical dilemmas for I-O psychologists in the South African context. In a written communication to the Minister of Health, SIOPSA stated that, provided that competence can be demonstrated, I-O psychologists should be allowed to assess, diagnose, evaluate and treat psychological problems and to deliver a range of therapeutic interventions in

treating mental, behavioural and cognitive disorders, as per the scope for clinical psychologists. Similarly, psychologists who were not I-O psychologists should only be involved in enhancing the behaviour and functioning of people, groups and organisations if their competence could be demonstrated.

Another issue mentioned was that the scope of practice was vague regarding coaching interventions, wellness, stress management and work-life balance. Assisting employees with occupational stress management and work-life balance often includes coaching or counselling interventions related to mild psychological problems and work dysfunctions. This should be specifically included as an act that an I-O psychologists may perform. Such a statement may read as follow: "Intervening through coaching or counselling to prevent or alleviate mild psychological problems and work dysfunctions that impact on occupational functioning."

An underlying facet that loaded onto the sub-theme of application within the identified theme of scope of practice was psycho-legal work. There is the notion that psycho-legal work is a lucrative business opportunity that attracts many I-O psychologists. The complexity of the field should not be underestimated as activities include thorough and expert psycho-legal evaluations, assessment and especially testifying in court when subpoenaed. Rigorous training and extensive first-hand exposure are necessary to make sound professional recommendations. Some of the biggest challenges faced by psycho-legal practitioners include (1) ethics, which are often a greater challenge than ethics in a common psychology practice, and (2) legality, as specific regulations and legislation need to be considered that could contradict ethical principles, making them challenging to apply in practice.

An example of an I-O psychologist who did not meet the professional expectation of the court can be found in the matter between Thokozani Nqobile Ntombela and the Road Accident Fund (Case No: 209709/2016). Judge Roland Sutherland put his opinion on record, in no uncertain terms,

about the role that the I-O psychologist in the matter played as psycho-legal practitioner.

> *"[49] The I-O Psychologists' performance warrants special mention. Their inadequate and superficial conduct has already been alluded to. It appears that persons practising in this field regard themselves as mere conduits of data which they wrap up in jargonised waffle. It is hard to seek out of these reports the aspects in which the expertise they profess is evident. The entire edifice of these reports was built on the say-so of a person who any professional ought to have appreciated was not in a position to express the views that he did, still less that they slavishly and uncritically relied upon such views. They have short-changed their clients. I shall disallow their costs in whole."*

<div align="center">and</div>

> *"The attorneys of record shall not charge the parties any fees that relate to the I-O Psychologists reports nor in respect of any joint minutes."*

The psycho-legal field of practice is riddled with risk. The onus lies with I-O psychologist to adhere to the relevant court's proceedings and not to succumb to the pressure exerted by attorneys who are not governed by the same ethical code. To ensure that I-O psychologists provide the high quality of service that one should expect from a psycho-legal practitioner, they should undergo proper training and engage in peer review programmes by fellow practitioners who are knowledgeable and experienced.

How should we resolve these dilemmas?

The biggest underlying issues when addressing ethical dilemmas related to scope of practice are confusion about identity (Page, 2015), confusion about what I-O psychologists may or may not do and uncertainty about where the range for I-O psychology starts and where it stops. Although the Minister of Health has promulgated a new scope of professional practice for psychology,

it will take some time to be implemented, tested and evaluated in terms of practicality, relevancy and sustainability (Update on the review of the regulations relating to the scope of the profession of psychology, 2018).

Psychology as a profession in South Africa, and I-O psychology in particular, must engage with the HPCSA and map the way forward towards professional identity, sustainability and an impactful value proposition. The profession of psychology must assist in dissecting and adding to the different scopes of practice in much more detail so as to guide the specific psychologies, such as I-O psychology, on all the key focus areas within their scope. I-O psychology must educate the public about what it is it does while creating an effective reporting platform to address unethical behaviour so that the courts are not placed in a predicament when handling individual cases. Formal training and internships must also be aligned with the scope and should include proper CPD that is measured for impact and not attendance only. A possible recommendation in terms of fee structure is for I-O psychologists to align with the other psychology categories and identify a standardised rate such as the other categories psychology have with medical aids. This allows business to plan ahead in time for I-O expenses and select individuals based on their competence and proven impact instead of price-competition ideals (Report of the Working Group on Promulgation of Regulations, 2018).

In December 2018, SIOPSA responded to Minister Dr Aaron Motsoaledi invitation for input on the Health Professions Act, 1974 (Act no.56 of 1974) Regulations defining the scope of the profession of psychology, 12 September 2018 recommended that (1) the scope of practice be revisited and ALL parties' inputs should be considered equally and fairly; (2) the current proposed regulations need to clarify in more detail what each category means in operational terms; (3) provision needs to be made for category overlap in multi-disciplinary and multi-complex work contexts; (4) provision needs to be made for further training, and recognition of training in relevant related areas; (5) it must be recognised that competency training forms an integral part of

every psychology category, which enables psychologists to work across categories. The key criterion is that every psychologist must be able to illustrate competence. In addition, psychologists are governed and guided by a strong ethical code of conduct, and (6) to ensure equality and fairness, the Professional Board for Psychology must be representative of all psychology categories in equal proportions. Currently only two registered I-O psychology members from eighteen members serve on the Professional Board for Psychology of the HPCSA (https://www.hpcsa.co.za/PBPsychology/BoardMembers).

6.2.2 Assessments

What are the themes?

During the focused discussions assessments was a popular topic at all six SIOPSA branches with a focus on 1) assessment instruments including classification, application, integrity, supervision, accreditation and costs of assessments; 2) assessment results with special mentioning of the purpose, reports and the feedback process, and 3) conduct during assessments, focusing on ethics, professionality and confidentiality. Other discussions regarding assessments dealt with data security, but with a very low frequency and only in the Pretoria and Western Cape focus group sessions.
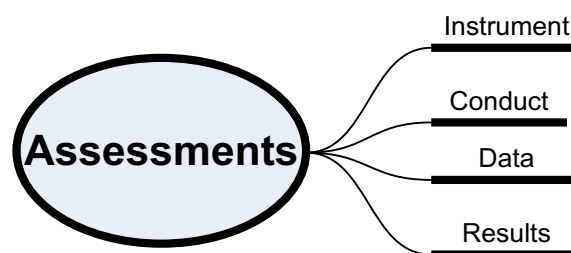

Figure 21: The main theme of assessments with its sub-themes

(1) Assessment instruments were the biggest source of concern to the participants in terms of how they are classified for purpose, how the assessment

instruments are applied in the specific scope of work, the integrity of the assessment instruments focusing on fairness, reliability and validity, specifically regarding cultural differences; the accreditation and supervision of individuals administering the assessment instruments and, finally, the costs involved when administering the assessments. Key indicators by participants (refer to Table 6) include:

- "Various tests that are not on the HPCSA list are reliable and valid."
- "Are we using assessments with the correct norms? Ones that are registered with the HPCSA? Classified vs. unclassified. Inconsistent application."
- "Cost implication of administering assessments is generally high - leads to people cutting corners."
- "Biggest area where the most damage can happen in terms of the field of IOP."

This provided the researcher with insight into the participants' confusion regarding optimally utilising assessment instruments as a strategic tool to elevate their value proposition as I-O psychologists. They were not clear where psychometric assessments fall within the scope of practice, and recommended that I-O psychologists should be responsible for developing them.

(2)   The second biggest concern around assessments concerned results. The feedback of results gained most traction, followed by the purpose of results being questioned when assessments are used to bypass procedure as a 'tick-box' exercise, followed by the reporting of assessment results. Key indicators by participants (refer to Table 6) include:

- "What happens in feedback in terms of when to give feedback, how to give feedback?"
- "Testing becomes very transactional between IOP and client. No or little critical evaluations or predictions to add value."

- "Clients expect a yes or no answer from the I-O psychologist vs. I-O psychologist makes recommendations based on more than assessments"
- "Dishonest reports and feedback sessions."

This provided the researcher with insight into the participants' confusion relating to the process of generating results from assessment instruments for the right reason and purpose, providing unbiased and professional feedback to both the client and the assessed individual and generating a working document that could serve as a future reference for both the client and the individual assessed.

(3)   Professional practice and conduct during the assessment procedure remained a point of discussion across all six focus groups. When a professional practitioner provides a service that is based on monetary value to the professional and adheres to a distinct value proposition for the client, it is only fair that a minimum level of conduct should be expected from the incumbent professional in terms of acting ethically, being professional and adhering to the strictest levels of confidentiality. Here the researcher identified further uncertainty as to what constitutes acceptable conduct. Key indicators by participants (refer to Table 6) include:

- "Expected to meet the client's needs at all costs."
- "Using tests that are outside of the scope"
- "Sharing information of participants with organisation which is not allowed."

This provided the researcher with insight into the participants' confusion in situations where a situation requires appropriately professional conduct. Best practice should be second nature in a professional environment like I-O psychology.

(4)   The final sub-theme that received attention was the security of assessment data. Key indicators by participants (refer to Table 6) include:

- "Ethical storage of data."

- "Unauthorised personnel using data."

The importance of this issue should not be overlooked simply because it received fewer mentions than the other sub-themes. It is extremely important that a professional practitioner such as an I-O psychologist can be fully entrusted with the whole process of assessing an individual or group. This includes administering the assessments right through to feedback and the storing of results after the assessment process has been concluded. The practitioner cannot be careless about protecting personal information. An I-O psychologist may only claim to be trustworthy when he or she can in fact be fully trusted.

Why are these themes dilemmas? Since assessments are regulated in terms of professional scope, there is a large emphasis on the mandate for assessment practices, which is derived directly from the scope of practice. Because the regulatory body, the HPCSA, does not have its house in order in terms of regulation and best practice, court cases are brought against it, for example, Association of Test Publishers (ATP) of South Africa v President of the Republic of South Africa and Others (89564/14) [2017] ZAGPPHC 144; [2017] 8 BLLR 850 (GP); (2017) 38 ILJ 2253 (GP) (3 May 2017) to challenge amendments to Section 8 of the Employment Equity Act No 55 of 1998 [Paragraph (d) amended by Section 4 of Act No. 47 of 2013] as published in Government Gazette 37871 dated 25 July, 2014. The court found in favour of ATP's application and granted the order that Proclamation 50 published in Government Gazette 37871 on 25 July 2014 is null and void and of no force or effect to the extent that it brings into operation the amendment of Section 8 (clause "d") of Employment Equity Act, Act 55 of 1998, in terms of Section 4 of the Employment Equity Amendment Act, 2013, Act 47 of 2013. This currently means that psychological testing or a similar assessment on an employee does not need to be certified by the Health Professions Council of South Africa. The Professional Board for Psychology has decided not to challenge the High Court's decision in this regard.

Despite the removal of clause (d) from EEA, the judgment means that employers and/or psychologists and psychometrists still need to comply with the provisions of the Employment Equity Act Section 8 (a), (b) and (c) which state that the use of psychological testing and other similar assessments of an employee are prohibited unless the test or assessment being used (1) has been scientifically shown to be valid and reliable, (2) can be applied fairly to all employees, and (3) is not biased against any employee or group. This prohibition applies to all testing of employees irrespective of whether it is a psychological test or not, and all tests measuring a psychological construct must be registered with the HPCSA and can only be used by a person registered with the HPCSA.

I-O psychology as a whole has problems with the guidelines for test classification, inter alia. The current process for developing and publishing a test that measures behaviour and/or personality takes a test publisher about three to four years, after which the client still queries the test publisher on the reliability of its results.

According to the Health Professions Act, Act 56 of 1974, (1) only registered psychologists are permitted to perform psychological acts in relation to evaluation, testing and assessment, (2) assessments, measures, questionnaires, and instruments that tap psychological constructs must be used, interpreted, and controlled by psychologists, and (3) in view of the specific conditions under which psychological assessments may be used by people other than registered psychologists, it was necessary to classify assessments to facilitate the determination of the category of tester who may use them. The Psychometrics Committee of the Professional Board for Psychology has been mandated by the Board to, among other things:

> "classify and advise on regular revision of any device, instrument, method, technique or test aimed at aiding persons or groups of persons in the adjustment of personality, emotional or behavioural problems or at the promotion of positive personality change, growth and

development or for the determination of intellectual abilities, personality make-up, personality functioning, aptitude or interests."

Although the purpose and application of assessments should be clear, the researcher nevertheless identified a lot of confusion about it during the focus group discussions. The major role players in psychological assessment in South African presently include (1) the universities that oversee the training of students and conduct research, (2) the HPCSA which oversees the legislation and application of psychological tests within society in terms of protecting the public, and (3) the assessment distributors and developers who also do research on specific instruments. Another issue is that, in comparison with psychometrics, the scope of practice is vague about psychological acts that are specific to I-O psychologists. In its current formulation it appears to limit the use of psychometric assessments to psychometrists only, whereas the use of psychometrics forms a fundamental component of the work that an I-O psychologist performs. There is also no reference to the control of psychometric assessments, or options regarding the delegation of some aspects of assessment (Response to Minister Dr Aaron Motsoaledi invitation for input for input on Health Professions Act, 1974 (Act no.56 OF 1974) regulations defining the scope of the profession of psychology, 2018).

I-O psychologists exercise control over prescribed psychological assessments or prescribed techniques, apparatus or instruments for the determination of intellectual abilities, aptitude, personality make-up and personality functioning in order to intervene in human behaviour to facilitate organisational flourishing.

How should we resolve these dilemmas?

Assessment best practice has to be aligned with the professional scope of practice. The initial advance in the right direction when it comes to dilemmas concerning assessments will therefore be to ensure that the scope of practice is in place and consistent. Best practice follows regulation, hence when the scope of practice is in place it will be a simpler task to meet the standards for

assessment instruments in terms of classification guidelines; application; the integrity of measurement; supervision; the accreditation of professional practitioners administering the assessments; and ensuring that fee structures do not become exploited by the developers. To ensure consistency, fairness and accuracy the professional governing body would be well advised to align the area of assessments with the scope of practice and to develop a code of best practice for the major role players, including developers and practitioners alike. Suggestions regarding the way forward to submit, review, classify and use psychological tests should ensure that (1) the review and classification of psychological assessment tests/measures is an open, transparent process in which ongoing tracking is possible, (2) statutory and regulatory requirements related to psychological test use in South Africa are met, (3) guidelines are aligned with international best practice, (4) the Professional Board for Psychology and psychological societies play an advocacy role regarding the minimum requirements for a psychological test and good practice in psychological testing and assessment, (5) turn-around times for reviews and classification decisions are expeditious, with the desired turnaround time for the completion of the entire process being six months or less.

Developments within the area of assessments are that a non-profit organisation and working committees were established in 2018 to work towards potential processes, structures, guidelines and best practice models for South African evaluation criteria for psychological and non-psychological tests (http://www.assa.co.za). Stakeholders include PAI (SIOPSA), PsySSA and the ATP. Also, the next generation of assessments such as gamification and the use of big data and artificial intelligence (AI) in test design and scoring already exists. Whatever the views or philosophies about them, these types of assessment are part of the future of our profession.

6.2.3 Education

"Education is not the filling of a pail, but the lighting of a fire."

~ William Butler Yeats

What are the themes?

Although education and internships made a minor contribution to the data collected, their importance as a contributor of ethical dilemmas is still evident. Education is used as a high-level descriptor for the training that takes place at academic and professional levels, including the board exam, which is a compulsory barrier to registering as an I-O psychologist. In terms of Section 16 of the Health Professions Act, 1974 (Act 56 of 1974), the HPCSA is mandated to set the minimum standards of education and training for registration to ensure that the interests of the public are protected. This means that in order for an individual to become an I-O psychologist in South Africa, there is a very specific journey with prescribed milestones that must be completed. Education is the core of this journey. In South Africa, emphasis is placed on a combination of academic and professional education to qualify to be registered as an I-O psychologist. A master's degree at an accredited university is a minimum qualification for this. Another barrier to entry is the completion of a 12 month internship, approved by the HPCSA and supervised by a registered I-O psychologist, and a board exam with a minimum pass rate of 70%. With these stipulations in place, it was inevitable that education and internships also came up as main themes during the focus group sessions.
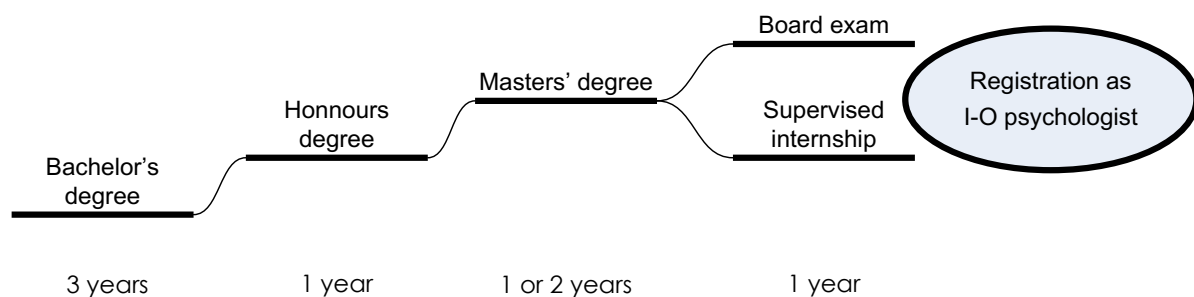

Figure 22: The milestones towards registering as I-O psychologist in South Africa

"The direction in which education starts a man will determine his future in life"

~ Plato

The quote from Plato gave the researcher great insight into why education came to the fore as a main theme. If you set off in the wrong direction, you are lost from the start. This rings true in terms of how I-O practitioners are being taught in South Africa. The accredited universities differ in their conception of I-O psychology depending on whether the psychology department is housed in the faculty of Commerce, Humanities or Health Sciences. This affects the way in which these institutions plan for and provide adequate supervision which includes mentoring capacity, including funding to eventually oversee the internship process.
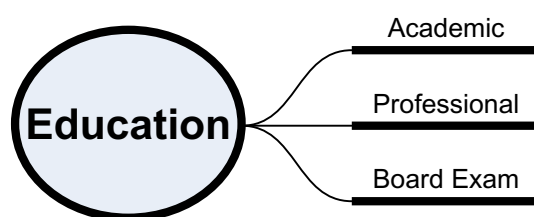
Figure 23: The main theme of education with its sub-themes

Academic education received the most mentions. The facets the researcher identified included the *selection* of prospective I-O psychology students, the *syllabus* that these students have to master, the *collaboration* between institutions to ensure consistency of output in terms of students into the workplace, and the student's inherent *competency* to provide the necessary value that is expected from them when they enter the workplace as professional practitioners. Key indicators by participants (refer to Table 7) include:

- "Selection ration of students for M-programme."

- "Not all I/O students get the exact same education as another. Is that truly ethical in not exposing all student to the exact same academic knowledge?"
- "Difference in how we are trained due to universities focusing on different fields."
- "There is a gap between what we learned at the university and what is actually happening in practice."

From the four underlying facets to academic education as a sub-theme, *syllabus* and *competency* received the most attention, revealing the fears that the participating professionals had in terms of the calibre of I-O psychologist that the educational system in South Africa currently provides. The first indication of the character of an organisation lies in the calibre of student it takes on-board for the journey.

(2) Professional education also received some mentioning. Key indicators by participants (refer to Table 7) include:

- "Numerous psychologists come to these events just to tick the box."
- "It is more than just attending CPD."

Registering as an I-O psychologist includes the obligation to attain CPD points in order to stay abreast of the current and developing knowledge, skills and ethical attitudes that underpin competent practice. There is still confusion about the purpose of CPD as it is viewed by some practitioners as a mechanism to acquire competencies in order to justify acting outside of one's scope of practice.

(3) Board exams were criticised by the Pretoria SIOPSA branch for their lack of consistency and the need to shift their focus towards I-O psychology, rather than on human resources with a labour relations influence. This will also be addressed as soon as the scope of practice is finalised and accepted.

Why are these themes dilemmas?

Setting minimum requirements for the education and training of prospective psychologists is a necessary step to establish a standard for the professional field of I-O psychology.

According to Annexure 12 of the Ethical and Professional Rules of the HPCSA (2006) a prospective candidate may only be declared competent when he or she has (1) successfully finished an HPCSA approved and accredited education and training programme within the professional category of registration such as I-O Psychology, (2) completed an accredited undergraduate and postgraduate education in I-O Psychology, and (3) been assessed and certified by an accredited institution as having successfully completed the training programme. Competence can only be achieved in terms of a description of what the prospective candidate should be competent for. This aspect is regulated by the scope of practice, which determines the specialised focus areas in which the competence should be evaluated. As already established, the scope of practice for psychology in general and for I-O psychology specifically, went through turbulent times recently, which means that there has not been any set standard of practice with which to align the educational outcomes. In itself this has become a matter of interpretation which has led to different institutions interpreting the function of I-O psychology differently. The researcher proposes that the training outcomes of all accredited institutions should be aligned to the scope of the profession and the scope of practice. Fundamentally, this becomes an issue within I-O psychology as there is a discourse in terms of what I-O practitioners think they should be doing and what they know they must by doing.

The importance of the role that academia plays in the eventual deliverance of competent I-O psychologists must be emphasised. The quality of education underpins the stability of I-O psychology as a professional category within psychology. In terms of the content of what I-O psychology students are educated in, Section 16 of the Health Professions Act 56 of 1974 mandates the

Health Professions Council of South Africa (HPCSA) to determine the minimum standards of education and training in order to register as a psychologist. A stipulation in the legislation in terms of control over training reads-

> "*No person or educational institution, excluding a University or a Technicon, may offer or provide any training having as its object to qualify any person for the practising of any profession to which the provisions of this Act apply or for the carrying on of any other activity directed to the mental or physical examining of any person or to the diagnosis, treatment or prevention of any mental or physical defect, illness or deficiency in man, unless such training has been approved by the professional board concerned*."

To reiterate what Plato has said: "The direction in which education starts a man will determine his future in life." It will serve the HPCSA well to ensure that the academic and professional educational outcomes are aligned to the scope of practice of psychology in general. According to SIOPSA the current scope of practice renders I-O psychology as merely HR that can also perform psychometrics. I-O psychology is psychology, however, and should be scoped as such to allow private practice and medical aid claims accordingly. If training in psychology is the problem, the curriculum should be amended so that I-O psychologists can be accredited as psychologists.

The argument that psychology should be 'decolonised' could impact the educational foundation of I-O psychology. At the inaugural 2017 congress of the Pan-African Psychology Union (PAPU), the 'indigenisation' and 'decolonisation' of the psychology curriculum dominated the discussions. Advocates of decolonisation argued that Euro Western psychological practices are not useful or helpful to clients who are African. They therefore advocate the prominence and inclusion of African philosophies, traditions and perspectives in current academic practices and methodologies (Pheko, 2017).

For the continuous development of all I-O practitioners, it is an imperative that each of them continues to develop their expertise. This is the idea behind the CPD system. As stated previously, CPD plays a crucial role in helping psychology practitioners acquire new and updated levels of knowledge, skills and ethical attitudes that will not only add measurable benefit to the professional practice, but also enhance and promote professional integrity to the ultimate benefit of the client. The amended Health Professions Act No. 56 of 1974 endorses CPD as the means of maintaining and updating professional competence, ensuring that the public interest is always promoted and protected and ensuring the best possible professional performance. As there was confusion about the inherent purpose of CPD, there was a recommendation to the Professional Board for Psychology to initiate a longer-term process to reconsider the training framework of psychology to bring much needed change to the profession in order to ensure that it is best placed to meet the various mental health and psychological needs of our population. For example, according to SIOPSA recognition is not given for further training. I-O psychologists are excluded from working with GEMS and POLMED, which may result in thousands of policemen not being assisted because of the ring-fencing implied by the scope of practice. As the consistency of board exams was challenged during the focus group discussions, it is important to understand that the purpose of board examinations is to measure the capacity of anyone who qualifies to enter the profession. It is imperative that the scope of practice and the nature and outcomes of the examination are clearly defined and communicated to all the candidates, examiners and moderators. Guidelines for the board exam for I-O psychologists are grounded on the competencies that are expected of the category of I-O psychology. Herein lies the opportunity to eradicate the inconsistency claimed during the focus group discussions by aligning all of the outcomes in the board exams to the current scope of practice for I-O psychologists.

How should we resolve these dilemmas?

A question the researcher was confronted with is: "Are I-O psychologists business people with a psychology background, or are they psychologists with a business background?" In this case, the angle of incidence would suggest that I-O psychologists are psychologists with expert business acumen. This places the I-O psychologists squarely in two distinct areas of expertise with different rules in each area. The only way in which I-O psychology will be able to navigate through this labyrinth of ambiguity, will be with clear and emphatic professional boundaries.

6.2.4 Internships

What are the themes?

Two strong sub-themes that the researcher identified as part of the main theme of Internships are programmes and workplace.

(1)   Programmes had underlying facets that included *structured vs unstructured* internship programmes, the *availability* of internship programmes and the *competence* after such an internship programme has concluded. Key indicators by participants (refer to Table 8) include:

- "The availability of internships."
- "There is a gap between what we learned at the university and what is actually happening in practice."

(2)   Workplace facets included sufficient *exposure* to 'real world' scenarios, and on the job *mentorship* by a registered I-O psychologist. Key indicators by participants (refer to Table 8) include:

- "Interns focus on just one area and not being exposed towards other areas."

- "Transferring knowledge and skills between newer interns and experienced psychologist is difficult."

The HPCSA criteria for the training of intern-psychologists stipulate that it must cover five core fields or areas of work and an elective (organisational psychology, personnel psychology, career psychology and employee wellness/wellbeing, testing and assessment and professional ethics) although training institutions are free to determine the emphasis to be placed on the training within the indicated limits.
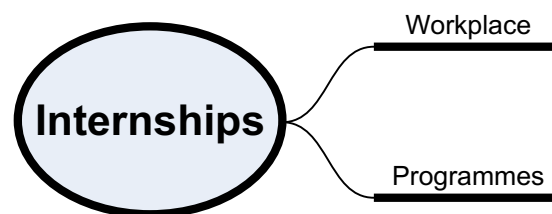
Figure 24: The main theme of internships with its sub-themes

Why are these themes dilemmas?

The purpose of an internship is to integrate and use knowledge and skills gained from their academic training in the workplace. Internships as a main theme came to the fore because the reality as experienced by I-O psychologists is that the philosophy of internships does not align with how it actualises. First of all, confusion exists about the type of programme that should be followed, e.g. structured or unstructured, and the requirements. Secondly, the available internships where students can acquire relevant and accurate knowledge about the field or area of work do not accommodate the number of students who require an internship in order to comply with HPCSA regulations for registering as an I-O psychologist. Thirdly, this casts doubt on the competence of a newly qualified I-O psychologist entering a competitive environment. The fourth reason, and this resides with the sub-theme of

workplace, is about exposure to relevant workplace situations that builds the individual's repertoire of competence and skills in order to perform as an independent I-O psychologist. The fifth and final issue of mentorship is supervision. Receiving focused inputs, suggestions and clues from a seasoned professional is an invaluable part of the process of becoming one yourself. The issue with this is that, in a lot of cases, the expectation of doing one's internship under the supervision of a registered I-O psychologist does not align with the reality. This leads to disappointment and confusion as the intern is expected to cope without assistance and guidance.

How should we resolve these dilemmas?

Recommendations can be made towards a funding model for providing funded internship positions and distributing community service to other categories of psychology, including I-O psychology. This will embrace the issue of available internship programmes, sufficient real world exposure and therefore produce, on average, a more competent intern than before. The responsibility for the quality assurance of internship programmes ultimately lies with the HPCSA as the programmes must be aligned to the Higher Education Qualification Sub-framework as well as stay relevant to the field of I-O psychology. Thus, the sooner the scope of practice is finalised, the sooner the HPCSA will have a clear vision of what the content should be.

6.3 Developing a nomological model of ethical dilemmas confronting Industrial Psychologists in South Africa

This section is aimed at enhancing and clarifying the findings of 6.1 and 6.2 by working towards developing a nomological model of ethical dilemmas confronting I-O Psychologists.

Structuring a nomological model affords the researcher the basis for developing a communicative measure of interaction between the elements (Cronbach & Meehl, 1955; Dreyer, 2016). A nomological model can be defined as a lawful pattern of interrelationships that exists between hypothetical

constructs and observable attributes and that guides a researcher in establishing the construct validity of a psychological test or measure. According to Cronbach & Meehl, (1955), a nomological model includes a theoretical framework for what is being measured, specifying linkages between different hypothetical constructs, between different observable attributes and between hypothetical constructs and observable attributes. Qualitatively different measurement operations may be said to measure the same attributes if their locations in the nomological model link them to the same hypothetical construct variable (http://www.oxfordreference.com/view/10.1093/oi/authority.20110803100237 532). A nomological model includes a theoretical framework representing the constructs and their relationships, an empirical framework demonstrating the measurements and their relationships, and the linkages between those two frameworks. In order to gain high construct validity, the intended measurement target must be clarified through an examination of linkages residing in a nomological model (Li & Larsen, 2011).

The proposed nomological model consists of four main themes regarding ethical dilemmas and their underlying sub-behavioural themes. The ethical dilemma of scope of practice and its sub-themes form an important part of the nomological model. However, the study provided minimal evidence regarding the relationship between education and its sub-themes, and between the other identified ethical dilemma main themes and their sub-themes. Influencing factors and relationships were identified within the model in relation to some of the other ethical dilemma main themes and sub-themes.

The proposed nomological model structure is designed to provide a better understanding of the main themes of ethical dilemmas as experienced by I-O psychologists and to identify the underlying themes that influence the context in which these ethical dilemmas are experienced. Furthermore, within the proposed model key determining factors and relationships among the main ethical themes and sub-themes were identified. These factors and relationships also influence ethical reasoning and decision making.

Figure 19 shows that scope of practice and its sub-themes form an integral part of the nomological model. The linkages between them and the other three main themes are evident as it is the only theme linked with assessments, education and internships through one or more sub-themes. From the model it is evident that the relationship between scope of practice and assessments as main themes is very important.

Conduct in particular enjoys multiple linkages with other sub-themes because how I-O psychologists conduct themselves as professionals, or as a profession as a whole, has a pertinent effect on almost every facet of the identified ethical dilemmas. Conduct within the scope of practice relates to (a) scope of practice – application, (b) scope of practice – contracting, (c) scope of practice – scope creep, (d) assessment – instrument, (e) assessment – conduct, (f) assessment – results, (g) academic – education (h) professional – education, and (i) internship – programmes.

Ethical dilemmas can arise when the professional practitioner's conduct does not reflect the necessary ethical reasoning when providing the services that are expected of I-O psychologists as part of their scope of practice. Application within the scope of practice relates to (a) scope of practice – contracting, (b) scope of practice – conduct, (c) assessment – instrument, and (d) assessment – conduct.

Similarly, contracting between the I-O psychologist and the client, including the predetermined value proposition of the I-O psychologist's service can negatively impact the return on investment for the client and lead to ethical dissonance. Contracting within the scope of practice relates to (a) scope of practice – application, (b) scope of practice – conduct, (c) scope of practice – scope creep, (d) assessment – conduct, and (e) internships – workplace.

When the scope of practice is not clearly defined and understood the conduct of the professional practitioners could lead to conflict between areas of expertise within or outside the specialist field. This is when scope creep becomes an ethical dilemma for many I-O psychologists. Scope creep within

the scope of practice relates to (a) scope of practice – conduct, (b) scope of practice – contracting, and (c) assessment – instrument.

Other relationships that have been established are between academic education and internship programmes. Two sub-themes that have ended up standing alone without a definitive linking relationship are assessment data and Education Board exam. They are also the two sub-themes with the lowest frequency.

7. LIMITATIONS

There are limitations to this study and to its findings as it focused only on ethical dilemmas that I-O psychologists deal with in the South African context.

The first limitation is that this project was the researcher's first attempt to construct knowledge on this scale in the form of a dissertation. As upskilling results from combining knowledge, capability and exposure, it could be argued that with prolonged exposure to this process the researcher would have been better equipped to deliver an even higher standard of work.

The composition of the focus groups that provided the qualitative data in this document could be viewed as a limitation. The perceived values and ethics of each individual influenced the outcome of the discussion topics and therefore had a direct impact on the results. Results might have differed, whether by much or by little, depending on the individuals participating in the discussions.

Another limitation is that the compilation of the focus groups was not perfectly consistent. For example, the focus group at the North West branch included students whereas the other focus groups consisted entirely of registered I-O psychologists.

The researcher was not the primary collector of data, but utilised data from his/her supervisor. The researcher's preliminary conception of ethical dilemmas

was based on a restricted version of the data while the complete set was lodged with SIOPSA for evaluation. Only once all the available data had been returned, including flipcharts and audio recordings, was he able to explore the data in depth, locating newer insights in the initial framework of dilemmas. The framework itself may have differed if all the data had been available from the beginning.

8. RECOMMENDATIONS

Ethical dilemmas remain an elusive and complex theme that is challenging to define and contextualise. The articulation of a nomological model of ethical dilemmas experienced among I-O psychologists provides the future researcher with a foundation on which to build. A second iteration of focus groups may re-establish or enhance the nomological model and may be the best way to grow our best practice guidelines as the profession develops and changes. Research in this regard will aid in determining whether the themes identified in this study can be generalised to other contexts.

Furthermore, future research is encouraged to further identify and elaborate on the ethical dilemmas experienced in the nomological network structure proposed in this study. The availability of a more robust model of ethical dilemmas will enable researchers and practitioners to identify and possibly predict behaviours that are necessary to achieve outstanding ethical decision-making.

It is clear that ethics plays a crucial role in the pursuit of becoming a trusted and respected I-O psychologist. It is important to understand that the context in which ethical dilemmas are experienced might be beneficial in some situations and detrimental in others. It is recommended that researchers identify the ethical dilemmas that are most problematic in specific contexts. Given the increased focus on ethical practice to achieve professional success, being able to identify and discern which situation contains an ethical dilemma will lead to achieving the desired ethical decision-making as I-O psychologists.

9. CONCLUSION

There is a need for real change to ensure that the profession is better poised to meet the psychological health needs of all South Africans. I-O psychology is ideally positioned to fulfil this void in an abundant manner. The main impediment to this lies within I-O psychology itself. As Lisa Gansky said: "Your brand is your public identity, what you're trusted for. For your brand to endure, it has to be tested, redefined, managed, and expanded as markets evolve. Brands either learn or disappear". The challenge for I-O psychology is to endure in this time as it is tested and redefines itself. When you know who you are and what you are capable of, very little prevents you from reaching what you are designed to achieve. If I don't know where I'm going, any road will get me there. This is what I-O psychology is currently facing.

The moment that I-O psychology knows exactly *why* it exist, *how* it can add value and what it should do to add the value, it will be the culmination of synergy that influences everything I-O psychologists do as professional practitioners. Hence, if scope of practice is finalised and signed off and all I-O psychologists whole-heartedly buy into it, it will affect and align the education and training of prospective and current I-O psychologists, including the internships. This will culminate in them doing assessments intentionally, professionally and with the need of the client in mind. Unity is strength. Let us come together to position I-O psychology in South Africa as a leader and major influencer of psychology and business.

10. REFLECTION

They say ignorance is bliss. Not knowing exactly what challenge lay ahead was a saving grace, however. The magnitude of the journey ahead would reveal itself over a timespan of just more than three years.

To truly understand this reflection is to start at the beginning of my academic journey. I never woke up with an epiphany or with a clear vision of what I

wanted to be when I grew up, so in my matric year my parents made an appointment with a career psychologist. After a whole morning of assessments, we received a report and the recommendation that a good career fit would be within behavioural sciences. With this new knowledge we browsed the university prospectus and identified BCom Behavioural Sciences, at the PU for CHE, as it was known back them, as the course I would apply for. In 2003. I enrolled on the Potchefstroom campus for five of the most fulfilling years a student could ask for – academics being only part of that fulfilment – and I ended my tenure in 2007 at the NWU with a BCom in Behavioural Sciences and BCom Honours in I-O Psychology, ready to conquer the world.

Low and behold, reality set in and two years and about 25 interviews later I had no permanent employment. Luckily at the start of 2010 I got an opportunity to work as a logistics controller at a molasses trading company in Germiston on the East Rand. Predictably, behavioural sciences was not needed to do this job and over time logistics controller turned to logistics manager and operations manager, but I never lost the idea of returning to I-O psychology one day.

In the meantime I got married, and since I grew up in Bloemfontein and my wife was settled in her job there and fell pregnant in the latter stages of 2015, we had a strong support base and decided to make Bloemfontein our home. This meant that I would commute between Bloemfontein and Johannesburg on a weekly basis. My wife was well aware that my ambition was to eventually follow my I-O psychology dream, so in 2015, when I told her I had applied for my master's degree in I-O psychology, I could count on her support. The University of Pretoria was my preferred choice of accredited institution and, luckily for me, they were brave enough to permit me to enrol for a MCom in I-O Psychology in 2016.

After spending the better part of a decade outside of the class room, I found the new surroundings extremely daunting. I was sitting next to some of the brightest and most dynamic young minds in the country. Without skipping a

beat they welcomed me into the group and the academic year started with a bang. Four work/block weeks, a full time job, weekly commuting, having a pregnant wife when I got home, academic assignments and projects after hours and over weekends was the tempo of 2016. Notwithstanding a hiccup here and there, it actually went well academically and on 2 May our baby boy, Nicolaas, was born. I actually had to leave my wife and son at the hospital just after he was born to finish up a qualitative research project that was due the next day.

As 2016 was nearing its end, the prospect of doing an internship somewhere was becoming an urgent focus. Unfortunately the company that I was working for could not accommodate me, so, with their blessing I applied far and wide. One of the issues discussed in the results of this study is the availability of internships. There are too few. Through my network of people already working within the scope of I-O psychology, I was invited for an interview at Senwes head office in Klerksdorp on 29 November 2016. They phoned me that same afternoon to inform me that I was successful. I resigned the next day and started working at Senwes on 3 January 2017 on a 12 month fixed term contract. I was one of the lucky ones to get an internship.

In the class they were jokingly saying 'don't get married, don't get divorced, don't move and don't get pregnant'. In January of 2017, my score of don'ts was two out of four as we had to sell our house in Bloemfontein and move to Klerksdorp to start my internship. For a listed company hidden in the North-West province servicing the broader South African agricultural sector, you could have mistaken the complexity and tempo of business for a company competing against the best in the big city. This same tempo, complexity and drive to prove myself worthy of permanent employment got the better of me in terms of prioritising my workload and so 2017 came and went without any traction on my dissertation.

From the very beginning I had in mind to write my dissertation on ethics or ethicality within I-O psychology, so I was allocated a new supervisor who was an expert in the field of ethics, Professor Alewyn Nel.

Why ethics?

I believe *order* is at the centre of civilisation. If there is no order, chaos manifests, no definite line is visible between right and wrong and no-one takes up a position of authority on the basis of strong principles. Rules and regulations are contextual and are always shifting, but principles remain steadfast. As my school's motto reads: 'Nothing is steadfast that isn't the truth'. Ethics are determined by the inherent values of the environment you find yourself in. The implication is that if the values are not set and the people within that environment do not buy into those values, you will experience confusion, misalignment and conduct unbecoming of professionals. Strong values are liberating and create a composite focus that generates powerful progressive energy. This, to me, is the *order* that I refer to: a uniform expectation of a high standard of participation, creation and value-added output. In all of this I romanticised the interaction between ethics and values and wanted to investigate the relationship.

At the start of 2018 I renewed my focus to write up my proposal and start with the quantitative data collection as I had to finish my dissertation that year. I started to research instruments measuring ethics without much success as I found only the Rokeach Value Survey (RVS) for measuring the terminal and instrumental values of I-O psychologists in South Africa. Even with the assistance of my supervisor I could not find a suitable instrument that measured ethics and we moved our focus to measuring the ethical climate based on a study by Victor & Cullen (1988). Through my investigation I made contact with Dr Paul Vorster at The Ethics Institute (TEI) in South Africa who had just developed an instrument measuring the ethical risks within a specific organisational culture. After consultation with my supervisor, I changed my focus to measuring the ethical risks within the I-O psychology culture using the Ethics Culture Risk

Indicator (ECRI). I signed a memorandum of understanding (MOU) with the TEI and was on my way to adding brilliant value, I thought, to our field of I-O psychology. The biggest issue I was faced with now was limited time, as the MOU was signed on 11 June. I continued to build my literature study in order to align it with the new focus of ethical culture. In the middle of all of this my supervisor was promoted to head of department, which meant that he had minimal capacity to attend to me.

People who know me well might tell you that I am not a great believer in luck, but I certainly am a believer in divine intervention, such as on the morning of 21 June 2018 when I phoned the head of the MCom I-O psychology programme, Professor Deon Meiring, to enquire about a totally different case that I needed input on at work. He said that in a discussion with my current supervisor they had come to the conclusion that my timeframe was almost impossible to deliver on. He proposed that I make use of raw qualitative data that he had collected during a SIOPSA road show in 2017. He was also willing to co-supervise my study. It was already July and I was also a member of a chamber choir based in Potchefstroom that participated in the World Choir Games in Pretoria from 9 to 13 July. I therefore started writing my proposal only in the third week of July and finished just before the long weekend in September. I presented my proposal to the department on 27 September, then participated in an Aardklop production at the start of October and could only start working on my dissertation after that. Throughout, we adhered to a very strict time schedule with definite timelines for specific milestones and we kept a really good pace after October.

As I am now writing this reflection, my wife is already 35 weeks pregnant with our second boy, Christiaan. My oldest boy, Nicolaas, is his father's pride and joy and turns three in May 2019. I am still working at Senwes as part of the talent management team. Professor Meiring is my supervisor and I am putting finishing touches to my dissertation. This past five months was a sprint of note, but I will forever be in Professor Meiring's debt for his assistance, guidance, feedback, motivation and patience. What a journey, what a strong reference

for my future, what a chapter in my life! I look back with exhaustion and with gratitude, having gained new insight, but I definitely look to the future with intent, ambition and excitement. Making a career change was a stretch of all my capacities – emotional, financial, physical, and even foundational – but if I had to do it again, I probably would. Purpose breeds passion and I am passionately looking forward to becoming an I-O psychologist.

REFERENCE LIST

Adèr, H. J., Mellenbergh, G. J., & Hand, D. J. (2008). Advising on research methods: A consultant's companion. Huizen, The Netherlands: Johannes van Kessel Publishing. Publishing, ISBN 978-90-79418-01-5.

Adeyeye, J. O., Adeniji, A. A., Osinbanjo, A. O., & Oludayo, O. A. (2015). *Effects of workplace ethics on employees and organisational productivity in Nigeria*. Business Management Department, Covenant University, Ota, Ogun-State, Nigeria.

Akfert, S.K. (2012). Ethical dilemmas experienced by psychological counsellors working at different institutions and their attitudes and behaviours as a response to these dilemmas. *Educational Sciences: Theory & Practice,* 12(3),1806-1812. Educational Consultancy and Research Center.

Alzola, M. (2015). Virtuous persons and virtuous actions in business ethics and organizational research. *Business Ethics Quarterly, 25*(3): 287-318.

Amakobe, D. (2016). *Business Ethics*. African Leadership Institute, Wilmington, Delaware. https://www.researchgate.net/publication/308926602.

Anderson, C.A. (2013*). Identification of organisational and service factors in a public rehabilitation program to inform development of evidence-based practice: An exploratory case study* (Doctoral dissertation). University of Wisconsin-Stout, Menomonie, WI, USA. Available from ProQuest Dissertations and Theses database. (UMI No. 3593420)

Aniele, D. (2004). *Business ethics and corruption.* Lagos: Tope Ogun Priners.

Avedon, M., & Grabow, K. (2010). Professional identity: Organisational psychologists as chief human resource executives. *Industrial and Organisational Psychology, 3*(3), 266–268. http://dx.doi.org/10.1111/j.1754-9434.2010.01236.x

Babbie, E., & Mouton, J. (2001). *The practice of social research.* Cape Town, South Africa: Oxford University Press.

Barnard, G. & Fourie, L. (2007). Exploring the roles and contributions of industrial psychologists in South Africa against a multi-dimensional conceptual framework (part 2). *South African Journal of Industrial Psychology, 33,* 45–53.

Bersoff, D. N. (2003). *Ethical Conflicts in Psychology.* Washington, DC: American Psychological Association.

Berry, L. M., & Houston, J. P. (1993). *Psychology at work: An introduction to industrial and organisational psychology.* Madison: Brown & Benchmark.

Blasi, A. (2004). Moral functioning: Moral understanding and personality. In D. Lapsley & D. Narvaez (Eds.), *Moral development, self, and identity* (pp. 335–347). Mahwah, NJ: Erlbaum.

Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end.* Thousand Oaks, CA: Sage.

Bowers, M., & Pipes, R.B. (2000). Influence of Consultation on Ethical Decision Making: An Analogue Study. *Ethics & Behaviour, 10,* 65-79.

Booysen, C. (2016). *Measurement equivalence of the South African psychological ownership questionnaire across generational cohorts* (Unpublished Master Dissertation). University of Pretoria, Pretoria, South Africa.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 77–101. doi:10.1191/1478088706qp063oa

Brick, J. M. (2014). Explorations in Non-Probability Sampling Using the Web. *Proceedings of Statistics Canada Symposium 2014.* Retrieved from http://www.statcan.gc.ca/eng/conferences/symposium2014/program

British Psychological Society (2014). Code of human research ethics. Retrieved from https://www.bps.org.uk/news-and-policy/bps-code-human-research-ethics-2nd-edition-2014

British Psychological Society (2018). Code of ethics and conduct. Leister.

Bryman, A. & Bell, E. (2007). Business Research Methods. (2nd ed). New York. Oxford University Press. p. 154-177.

Burawoy, M. (2009). *The extended case method. Four countries, four decades, four great transformations, and one theoretical tradition*. Berkeley, CA: University of California Press.

Burke, A., Harper, M., Rudnick, H., & Kruger, G. (2006). Moving beyond statutory ethical codes: practitioner ethics as a contextual, character based enterprise. *South African Journal of Psychology, 37*, 107-120.

Campana, K. (2014). Industrial and organisational psychology and community service involvement: Students helping locally. In W. Reichman (Ed.), *Industrial and Organisational Psychology Help the Vulnerable* (pp. 243–257). London, UK: Palgrave Macmillan.

Canadian Psychological Association (2017). Canadian Code of Ethics for Psychologists. (4th Ed). Ottawa, Ontario. ISBN 978-1-926793-11-5.

Cascio, W.F. & Aguinis, H. (2018). Applied Psychology in Talent Management. Thousand Oaks, CA: SAGE Publications. (8th Ed).

Clarke, V. and Braun, V. (2013). Teaching thematic analysis: Over-coming challenges and developing strategies for effective learning. The Psychologist, 26 (2). pp. 120-123. ISSN 0952-8229 Available from: http://eprints.uwe.ac.uk/21155.

Coetzee, M., & Van Zyl, L.E. (2014a). A review of a decade's scholarly publications (2004–2013) in the South African journal of industrial psychology.

SA Journal of Industrial Psychology, 40(1), 1–16. http://dx.doi.org/10.4102/sajip.v40i1.1227

Colnerud, G. (1997). Ethical dilemmas of psychologists – a Swedish example in an international perspective. *European Psychologist, 2*, 164-170.

Colnerud, G. (1995). *Ethics and practice in the teaching profession. An empirical study of teachers occupational conflicts in school.* Stockholm, Sweden: HLS Publishers.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd Ed). London, UK: SAGE Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Dalen, K. (2006). To tell or not to tell, that is the question. Ethical dilemmas presented by Norwegian psychologists in telephone counselling. *European Psychologist, 11*, 236-243.

De George, R. T. (2005). A history of business ethics. Delivered this paper February 19, 2005, at "The Accountable Corporation", the third biennial global business ethics conference sponsored by the Markula Center for Applied Ethics. https://www.scu.edu/ethics/focus-areas/business-ethics/resources/a-history-of-business-ethics/

De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. S. L. (2011). *Research at grass roots: For the social sciences and human service professions* (4th Ed.). Pretoria, South Africa: Van Schaik.

Dipboye, R. L., Smith, C. S., & Howell, W. C. (1994). *Understanding industrial and organisational psychology: An integrated approach.* Fort Worth, TX: Harcourt Brace.

Dreyer, H. (2016). *Exploring the nomological network structure of team effectiveness in team building* (Unpublished Master Dissertation). University of Pretoria, Pretoria, South Africa.

Eisenhardt, K.M. & Graebner, M.E. (2007). Theory building from cases: opportunities and challenges. *Academy of Management Journal, 50*(1), 25–32.

Ergene, T. (2004). Ethical dilemmas in psychological counseling: Ethical decision making process. *Journal of Educational Researches, 4*(15), 49-55.

Evans, D. (2007). *Attitudes, values and culture: Qualitative approaches to 'values' as an empirical category.* Resolve Working Paper, University of Surrey.

Flick, U. (2009). An introduction to qualitative research (4th ed.) London, UK: SAGE.

Fouka G., & Mantzorou M. (2011). What are the major ethical issues in conducting research? Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal, 5*(1), 3-14.

Frank, H., Campanella, L., Dondi, F., Mehlich, J., Leitner, E., Rossi, G. & Bringmann, G. (2011). Ethics, chemistry, and education for sustainability. *Angewandte Chemie International Edition, 50*(37), 8482- 8490. doi: 10.1002/anie.201007599.

Gauthier, J. (2004). *Toward a universal declaration of ethical principles for psychologists: a progress report.* General Assembly of the International Union of Psychological Science and the Board of Directors of the Associations of Applied Psychology. 28th International Congress of Psychology in Beijing, August 8-13, 2004.

Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays.* New York, NY: Basic Books.

Goodpaster, K. (2007). *Conscience and corporate culture*. Malden, MA: Blackwell.

Groenewald, L. & Donde, G. (2017). Ethics and compliance handbook. The Ethics Institute and Institute of Business Ethics.

Guarte, J. M., & Barrios, E. B. (2006). Estimation under purposive sampling. *Communications in Statistics - Simulation and Computation*, 35(2), 277–284. http://doi.org/10.1080/03610910600591610

Gumuş, A. E., & Gumuş, M. A. (2010). *Ethics and law in psychological counseling*. Istanbul, Turkey: Vedat Kitapcılık.

Health Professions Council of South Africa (HPCSA). (2005). *Scope of practice for psychology*. Retrieved January 18, 2016, from http://www.hpcsa.co.za

Health Professions Council of South Africa. (2006). Ethical Rules of Conduct for Practitioners Registered Under The Health Professions Act, 1974. Downloaded 19th of February, 2017 from: http://www.hpcsa.co.za/hpcsa/UserFiles/File/ProfessionalGuidelines.doc

Health Professions Council of South Africa and the Professional Board of Psychology, (2007). *Amendments of the Regulations defining the Scope of the profession of Psychology* (Press release), Government Gazette. https://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/psych/Media_Release%20-%20The_Professional_Board_of_Psychology.pdf

Herlihy, B. & Corey, G. (2006). ACA ethical standards casebook. Alexandria, VA: American Counselling Association.

IoD (2016). *The Fourth King Code on Corporate Governance for South Africa*. Johannesburg: Institute of Directors.

Jelsma, J. & Clow, S. (2005). Ethical Issues Relating to Qualitative Research. SA Journal of Physiotherapy, Vol. 61 No. 1.

Jex, S.M., & Britt, T.W. (2014). Organisational psychology: A scientist-practitioner approach. Hoboken, NJ: Wiley.

Johnson, P. & Clark, M. (2006). Mapping the terrain: An overview of business and management research methodologies. In P. Johnson, & M. Clark (Eds), *Business and management research methodologies*. London, UK: Sage.

Kang, M. J., & Glassman, M. (2010). Moral action as social capital, moral thought as cultural capital. *Journal of Moral Education, 39*(1), 21-36. doi: 10.1080/03057240903528592.

Katz, D., & Kahn, R.L. (1978). *The social psychology of organisations* (2nd Ed.). New York, NY: Wiley.

De Vries, M. F. R., & Miller, D. (1984). *The neurotic organisation*. San Francisco, CA: Jossey-Bass.

King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 257–270). London, UK: Sage.

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice, 38*(1), 54-59. http://dx.doi.org/10.1037/0735-7028.38.1.54

Knapp, D. J. (2003). The ethical practice of I-O psychology. *The Industrial-Organizational Psychologist,40*(4).

Knapp, S. (1999). Utilitarianism and the ethics of professional psychologists. *Ethics & Behaviour, 9*, 383 - 392.

Kroeber, A.L. & Kluckhohn, C. (1967). Culture: A Critical Review of Concepts and Definitions. New York, NY: Vintage Books.

Lefkowitz, J. (2003). Ethics and Values in Industrial-Organisational Psychology, (1st Ed.). Routledge: Taylor & Francis.

Lefkowitz, J. (2016). News flash! Work psychology discovers workers! *Industrial and Organisational Psychology,* 9(1), 137–144. http://dx.doi.org/10.1017/iop. 2015.126.

Lefkowitz, J. (2017). Ethics and Values in Industrial-Organizational Psychology. (2nd Ed). Routledge: Taylor & Francis.

Landy, F. J., & Conte, J. M. (2004). *Work in the 21st century: An introduction to industrial and organisational psychology*. New York, NY: McGraw-Hill.

Lindén, E. (2008). Ethical dilemmas among psychologists in Sweden and South Africa. Doctoral dissertation, Linköping University, Sweden.

Lindsay, G., & Clarkson, P. (1999). *Ethical dilemmas of psychotherapists*. New York, NY: Oxford.

Maree, K., & Pietersen, J. (2010). Sampling. In K. Maree (Ed.), *First Steps in Research* (6th Ed.). Pretoria, South Africa: Van Schaik Publishers.

Maree, K. (2007). First steps in research (1st ed). Pretoria, South Africa: Van Schaik Publishers.

Mason, J. (2002). Qualitative researching (2nd ed). London, UK: Sage Publications.

Mayer, D.M. (2014). A review of the literature on ethical climate and culture. In P. E. Nathan, , B. Schneider, & K. M. Barbera (Eds.), *The Oxford handbook of organisational climate and culture* (pp. 415-440). Cary, NC: Oxford University Press.

Meiring, D. (2017). *Professional Ethics and the Scope of Practice of the Industrial Psychologists in South Africa.* Paper presented at the Society for Industrial and Organisational Psychology 24th Annual Conference at International CSIR Conference Centre, 25-27 July 2017, Pretoria, South Africa.

Morelli, N., Illingworth, A. J., & Handler, C. (2015). Questions about IO psychology's future. *Industrial and Organisational Psychology, 8*(2), 269–276. http://dx.doi. org/10.1017/iop.2015.32.

Mihelic, K.K., Lipicnik, B. & Tekavcic, M. (2010). Ethical leadership. *International Journal of Management & Information Systems, 14*(5)

Mitchell, M. S., Vogel, R. M., & Folger, R. (2014). Third Parties' reactions to the abusive supervision of coworkers. *Journal of Applied Psychology*. Advance online publication. http://dx.doi.org/10.1037/apl0000002.

Myers, M. D. (2009). *Qualitative research in business and management*. London, UK: Sage.

Muchinsky, P. M., Kriek, H. J., & Schreuder, A. M. (2005). *Personnel psychology*. (3rd Ed.). Cape Town, South Africa: Oxford University Press.

Neuman, W. L. (2005). *Social Research Methods* (6th Ed). London, UK: Pearson.

Nieuwenhuis, J. (2010). Qualitative research designs and data gathering on techniques. In K. Maree (Ed.), *First steps in research* (6th ed., pp. 70–92). Pretoria, South Africa: Van Schaik Publishers.

Noureddine, S. (2001). Development of the ethical dimension in nursing theory. *International Journal of Nursing Practice, 7*(1), 2-11.

Noam Cook, S. D. (2005). That which governs best: Leadership, ethics and human systems. In J. B. Ciulla, T. L. Price., & S. E. Murphy (Eds.), *The quest for moral* leaders*: Essays on leadership ethics* (pp. 131-143) Cheltenham: Edward Elgar.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16, 1–13. SAGEPUB. DOI: 10.1177/1609406917733847

Øvreeide, H. (2002). Professional ethics in psychological work. Lund University Publications.

Page, B. (2015). Exploring professional identity of industrial psychologists. Mini dissertation. Master of commerce in Industrial Psychology. Faculty of Management. University of Johannesburg.

Payne, S. C., Morgan, W. B., & Allen, J. (2015). Revising SIOP's guidelines for education and training: Graduate program director survey results. *The Industrial-Organizational psychologist, 53*(2), 158 -161.

Pettifor, J. L., & Sawchuk, T. R. (2006). Psychologists' perceptions of ethically troubling incidents across international borders. International Journal of Psychology, 41(3), 216–225. DOI: 10.1080/00207590500343505).

Pettifor, J. L. (2004). Professional ethics across national boundaries. European Psychologist, 9, 264-272.

Ponelis, S. R. (2015). Using interpretive qualitative case studies for exploratory research in doctoral studies: A case of Information Systems research in small and medium enterprises. International Journal of Doctoral Studies, 10, 535-550. Retrieved from http://ijds.org/Volume10/IJDSv10p535-550Ponelis0624.pdf

Pope, K. S. & Vasquez, M. J. T. (2007). Ethics in psychotherapy and counseling: *A practical guide* (3rd ed.). San Francisco, CA: Jossey- Bass.

Pope, K. S., Tabachnick, B. G., & Ketith-Spiegel, P. (1987). Ethics of practice. The beliefs and behaviours of psychologists as therapists. *American Psychologist, 42,* 993-1006.

Reiss, M. J. (1999). Teaching ethics in science. *Studies in Science Education, 34*(1), 115-140. doi: 10.1080/03057269908560151.

Ritchie, J. & Lewis. J. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London, UK: Sage Publications.

Robbins, S.P., Odendaal, A. & Roodt, G. (2003). Organisational Behaviour: Global and Southern African perspectives. Pearson Education: South Africa. ISBN 9781868910243.

Robson, C. (2002). *Real World Research: A Resource Book for Social Science Practitioner-researchers* (Oxford, Blackwell).

Rossouw, D. & Van Vuuren, L. (2010). *Business ethics* (4th ed.). South Africa, Oxford University Press.

Rothmann, S. & Cilliers, F. V. N. (2007). Present challenges and some critical issues for research in industrial/organisational psychology in South Africa. SA Journal of Industrial Psychology, 2007, 33 (1), 8-17

Ryan, A.M., & Ford, J.K. (2010). Organisational psychology and the tipping point of professional identity. *Industrial and Organisational Psychology, 3*(3), 241–258. http://dx.doi.org/10.1111/j.1754-9434.2010.01233.x

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students.* Harlow, England: Pearson Educaton Limited.

Saunders, M., Lewis, P. & Thornhill, A. (2009). Research methods for Business Students (5th Ed). Harlow, England: Pearson Education Limited.

Sharp Paine, L. (2003). *Value Shift*. New York, NY: McGraw-Hill.

SIOPSA (2016). 19th Annual Report Society for Industrial and Organisational Psychology of South Africa 2015/2016.

Smit, C. (2017). A framework for the selection of applicants for a master's degree in Industrial-Organisational Psychology in South Africa. Submitted in fulfilment of the requirements for the degree Magister Philosophiae Human Resource Management. Economic and Management Sciences. University of Pretoria

Spector, P.E. (2012). Introduction: General versus specific measures and the special case of core self-evaluations. Journal of Organisational Behaviour, 33(2), 151–152. http://dx.doi.org/10.1002/job.762.

Srnka, K.J. (2004). Culture's Role in Marketers' Ethical Decision Making: An Integrated Theoretical Framework. University of Vienna. http://www.amsreview.org/articles/srnka01-2004.pdf

Stake, R.E. (2005). Qualitative case studies. In The SAGE handbook of qualitative research, (3rd Ed), ed. N.K. Denzin, and Y.S. Lincoln, 443–466. London, Thousand Oaks: Sage Publications.

Steiner, A., & Yancey, G.B. (2013). The knowledge and skills employers desire when hiring an I-O psychologist. The Industrial-Organizational Psychologist, 51(1), 53-60.

Strümpher, D.J.W. (2007). Lest we forget that industrial and organisational psychology is psychology. South African Journal of Industrial Psychology, 33(1), 1–7.

Taber, K.S. (2013). Revisiting the chemistry triplet: drawing upon the nature of chemical knowledge and the psychology of learning to inform chemistry education, Chem. Educ. Res. Pract., 14(2), 156–168.

Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences*. Cape Town, South Africa: University of Cape Town Press.

Thomas, P.Y. (2010). Towards developing a web-based blended learning environment at the University of Botswana, Doctor of education dissertation, University of South Africa.

Thorne, S. (2000). Data analysis in qualitative research. Evidence Based Nursing, 3, 68–70. doi:10.1136/ebn.3.3.68

Trevino, L.K., Butterfield, K.D. & McCabe, D.L. (2001). The ethical context in organisations: Influences on employee attitudes and behaviour. Amsterdam: JAI/Elsevier.

Trevino, L.K., Weaver, G.R., & Reynolds, S.J. (2006). Behavioural ethics in organisations: A review. Journal of Management, 32, 951-990.

United Nations Educational Scientific and Cultural Organisation. (1991). Values and ethics and the science and technology curriculum. Bangkok, Thailand: Asia and the Pacific Programme of Educational Innovation for Development.

Van Rooyen, I. (2016). Towards a conceptualisation of students' emotional labour in postgraduate supervision. Submitted in partial fulfilment for the degree MAGISTER COMMERCII Industrial and Organisational Psychology, University of Pretoria.

Van Vuuren, L.J. (2010). Industrial Psychology: Goodness of fit? Fit for goodness? *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 36*(2), Art. #939, 16 pages, DOI: 10.4102/sajip.v36i2.939.

Van Zyl, L. E., Nel, E., Stander, M. W., & Rothmann, S. (2016). Conceptualising the professional identity of industrial or organisational psychologists within the South African context. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 42*(1), a1326. http://dx.doi. org/10.4102/sajip.v42i1.1379.

Van Zyl, L. E., Stander, M. W., & Coetzee, E. (2013a). Identity in peril: The current state of industrial psychology. Research paper presented at the 15th Annual Society of Industrial/Organisational Psychologists in South Africa Conference, Pretoria.

Veldsman, T. H. (1988). *Relevansie van die bedryfsielkunde – 'n relevante vraag?* [The relevance of Industrial Psychology – A relevant question?]. Paper delivered at the 6th National Conference of the Psychological Society of South Africa. Bloemfontein.

Vohra, V. (2014). Using the multiple case study design to decipher contextual leadership behaviours in Indian organisations. *The Electronic Journal of Business Research Methods*, 12(1), pp 54-65. Available online at www.ejbrm.com

Vorster, P. P. (2018). The construct validity of the ECA: Technical manual 2018. The Ethics Institute.

Warren, R. C. (2011). Piracy and ship owners' ethical dilemmas. Society and Business Review, Vol. 6 Issue: 1, pp. 49-60, https://doi.org/10.1108/17465681111105832.

Watkins, M. L. (2001). Industrial Psychology: An identity crises and future direction. South African Journal of Industrial Psychology, 27 (4), 8–13.

Welfel, E. R. (2006). *Ethics in counselling & psychotherapy: Standards, research & emerging issues.* Belmond, CA, US: Thomson Brooks/Cole Publishing Co.

Williams, B. (2004). Against Utilitarianism. In L. Pojman (Ed.), *The Moral Life* (pp. 249-261). New York, NY: Oxford University Press, 249–261.

Yin, R. K. (2014). Case study research. Design and methods, (5th Ed). Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2009). *Case study research: Design and methods* (4th Ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (1994). *Case study research: Design and methods* (2nd Ed.). Newbury Park, CA: Sage.

Zach, L. (2006). Using a Multiple–Case Studies Design to Investigate the Information-Seeking Behaviours of Arts Administrators. Library Trends, Vol. 55, No. 1, University of Illinois.