Chairperson's Address

Gina McCredie, Mar 2007

The New Year is off to a busy start, with a number of initiatives in full swing.

IOP Conference – Preparations continue for our upcoming conference in Adelaide (28 June to 1 July). Our conference organising committee has been inundated with submissions, many more than can be accommodated in the program, and have been working hard to select the best combination of sessions to offer attendees. It's certainly going to be a high quality conference.

Elton Mayo Awards – Every two years our profession celebrates the outstanding contributions of three of its members, with Elton Mayo Awards for

(1) Outstanding Contributions in IO Research and Teaching

(2) Outstanding Contributions in IO Practice

(3) Outstanding Contributions to IO by an early career psychologist

Please nominate suitable organisational psychologists by 18 May. For more info see: http://www.groups.psychology.org.au/cop/awards/

Membership survey – In mid February we launched COP's survey of organisational psychologists. COP commissioned this research project as the first step in a program to help us improve member services and support for the I/O psychology profession. In the first two weeks 180 people participated – with hopefully many more to do so. We intend to run an open session at the IOP Conference to discuss the results and next steps with you.

Journal – At their December 2006 meeting, the APS Board gave their approval in principle to our request to begin an electronic journal of organisational psychology. The idea for a journal was raised at the APS Conference in New Zealand last year and our thanks go to Denis Flores for bringing it to fruition. The journal is to be called "The Australian and New Zealand Journal of Organisational Psychology". More information about the journal will be issued shortly. It will be officially launched at the IOP Conference.

National registration lobbying – At our National Committee's February meeting we heard a presentation by Arthur Crook, Principal Policy Analyst at the APS. Arthur is an organisational psychologist who is working to ensure our unique skills and work context is better understood by policy makers, particularly in relation to the national registration and accreditation schemes that COAG intends to introduce next year for all health professionals, including psychologists. In their lobbying the APS have been quick to point out that any national approach would need to take into account that not all psychologists work in the mental health area. I will keep you in touch with developments on this front.

Website – a number of improvements have been made to our website, thanks to our Website Editor, Tim Bednall. Check out the latest, particularly our new layout of the "how to join" section, at www.groups.psychology.org.au/cop/

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Managing Editor's Overview

Welcome to the 2nd Quarter 2007 Edition of TOP Magazine, and we want to thank College members for their contributions and making each issue better than the last! This issue is full of news about the I/O Conference, the membership survey literature review and registration requirements across different states.

The I/O Conference goes from strength to strength, and the Conference Organisers are very pleased with the strong response to the call for Contributions. Kathryn McEwen (Chair COP South Australia) has extended an invitation for all conference participants to stay an extra day for the "Barossa Big Day Out". This is a fun day of wine, travel and good company with our South Australian hosts and other conference participants.

Because there is a great deal of discussion about the development of national registration for health professionals, we have collected the registration requirements for each state and territory. As can be seen there is a great deal of variation in registration across different states. So a process of national registration will impact everyone differently depending on where they practice. Certainly national registration is a process that we continue to monitor closely as a college.

As many of our membership travel to Western Australia, we have asked Paul Syme Chairperson of COP WA to provide a briefing paper on the branch plans for the upcoming year. COP WA welcomes any visitors to events.

Hopefully everyone has had a chance to complete the membership survey. It was an important mechanism for determining college strategy and educating the leadership team about what you want

Submission Guidelines

The Chief Editor and Editor welcome all constructive input, articles, letters and ideas from Organisational Psychology College Members. We would just like you to help us out by abiding by some simple house keeping rules:

- **Please ensure that any articles are formatted properly, spell checked and proofed prior to being submitted for publication.** (while we reserve the right to fix your copy or modify the formatting, we may not do so!)

- **Obtain the Chief Editor's (Gina McCredie) approval prior to any articles being written on commercial sponsors.**

- **Please do not submit material that is defamatory, libellous, racist or discriminatory in nature. We will not publish it.**

- **All images, artwork and fonts to be submitted as separate files! Do NOT include Artwork or photos as a part of a Word file without submitting separately. Prefered format for photos are TIFF or high quality JPG.**

- **Please submit all TOP content to Martha Knox-Haly at marthaknox@bigpond.com**

- **Our next issues will have these themes:**

Training & Capability Development: May 31st 2007 & publication date: 24th June 2007

Organisational Change: Submission date: August 31st 2007 & publication date: 23rd September 2007

Online Testing: Submission date: October 31st 2007 & publication date: 2nd December 2007

from us. The COP Membership Survey Committee have provided a detailed literature review on organizational belonging, and previous research on why members stay with (or leave) the College. We thank everyone who did give their time to complete the survey and hope that you find the literature review informative.

As the TOP readership would know, this edition is focusing on leadership. We have reviews of several very strong professional development events, as well as Ray Elliot's article on optimizing leadership, theory and practice. Victorian COP have provided a review of a presentation by Professor Bruce Avolio on the distinction between transformational versus transactional leaders. Macquarie

University School of Behavioural Sciences , (in conjunction with NSW COP), provides us with an overview of Professor Jerry Greenburg's presentation on the links between just leadership and reduction in employee theft. From a practitioner perspective, the Queensland College outlines their event with corporate consultant, Anand Shankaran who engineered the changes in Hewlett Packard's leadership development philosophy.

Lastly, but definitely not least, the backpage advertises the calendar for professional development events across each state. Thank you again for reading our newsletter, and all comments and feedback are welcomed from the readership.

Martha Knox Haly

Introducing the Key Note Speakers for the I/O Conference

Professor Arnold Bakker: Institute of Psychology, Erasmus University Rotterdam

Arnold Bakker's research focuses on burnout and work engagement. He has developed, with Evangelia Demerouti, the Job Demands-Resources model that integrates possible causes and consequences of these factors. He is also co-author of the Utrecht Work Engagement Scale, which has been translated and used in 20 different countries worldwide. His research, on a range of occupations, including flight attendants, managers, police officers, teachers, and nurses, has focused on positive organizational behaviour, emotional labour, and on the crossover of emotions in work teams and among dual-earner couples.

Professor Bobby Banerjee: International Graduate School of Business, University of South Australia

Bobby Banerjee is Professor of Strategic Management and Director of Research at the International Graduate School of Business. He has taught at the Universities of Massachusetts and Wollongong and at RMIT University where he was Director of the Doctor of Business Administration program. Before becoming an academic, Bobby spent several years working in multinational corporations. He has a diverse range of research interests encompassing a range of disciplines and topics including sustainable development, corporate environmentalism, corporate social responsibility, globalisation, postcolonial studies, international relations, Indigenous ecology, race studies, media and cultural studies. He has published widely in international scholarly journals and is currently working on an ARC funded project on sustainable enterprise development in remote Indigenous communities.

Professor Paula Caligiuri: Centre for HR Strategy, Rutgers University

Paula Caligiuri's interest is in helping companies, teams, and individuals become culturally effective in today's complex global environment. Paula has lectured in numerous universities in the United States, Asia, and Europe. She researches, publishes, and consults in three primary areas: strategic human resource management in multinational organizations, global leadership development, and global assignee management. As an academic, Paula was listed among the most prolific authors in the field of International Business according to a 2005 study conducted by Michigan State University. She is also on numerous editorial boards for academic management journals and is an Associate Editor for Human Resource Management Journal. As an Industry Expert and Co-Host, Paula covers management-related topics for the television program World Business Review with Alexander Haig.

As a consultant, Paula is the President of Caligiuri and Associates, Inc., a firm specializing in selection, performance assessment, and development of global leaders. Her clients include several U.S.-based and European-based global organizations.

Professor David Chan: School of Economics and Social Sciences, Singapore Management University

David Chan's research includes areas in personnel selection, longitudinal modelling, and adaptation to changes at work.

He has published numerous articles in such journals as Journal of Applied Psychology, Human Performance, Multivariate Behavioural Research, and Personnel Psychology, authored several handbook chapters and co-authored a textbook in personnel selection. In 2000, he was ranked 9th in the list of Top 100 most published researchers of the 1990's in the field of I-O Psychology. He serves as Senior Editor of the Asia Pacific Journal of Management, Associate Editor of the Journal of Organizational Behaviour and a member on the editorial boards of several other journals. He is currently an elected Representative-at-Large Member of the Executive Committee of the Research Methods Division, Academy of Management. He has worked with several public and private organizations in Singapore and United States on personnel selection and related projects. He is also Consultant to the Prime Minister's Office in Singapore, the Ministry of Defence, the Ministry of Community Development, Youth and Sports, the Singapore Police Force, and the Singapore Prison Service. He is a member of the National Council on Problem Gambling and Chair of the Council's Committee on Service Delivery and Research, as well as a member of the National Youth Council's Advisory Panel on Youth Research.

Professor Belle Rose Ragins: Professor of Human Resource Management, University of Wisconsin - Milwaukee

Belle Rose Ragins teaches, consults, and conducts research on mentoring, diversity, and gender issues in organisations. She is an international expert on the topic of diversity and mentoring in organisations. Her most recent work examines such topics as high-quality relational mentoring, the disclosure of invisible stigmas at work, and the effects of community diversity on employee retention. Her research has been published in such journals as the Academy of Management Journal, Academy of Management Review, Academy of Management Executive, Journal of Applied Psychology, Journal of Management and Psychological Bulletin. As a consultant, Professor Ragins has worked with a number of companies on diversity and mentoring initiatives, including Harley Davidson, Miller Brewing Company, Chase Bank, Eaton Corporation, Andersen Consulting, GE Global Systems, Briggs and Stratton, the Internal Revenue Service, Dean Foods, Allen-Bradley and Quad Graphics.

JOIN THE BAROSSA BIG DAY OUT AT OUR I/O CONFERENCE IN JUNE

After the main I/O Conference proceedings why not stay on for another day and join us for a fun day of sightseeing and stimulating discussion? Come with us to the World-renowned Barossa Valley and indulge in some of its excellent wines and gourmet produce.

The Big Day Out kicks off the moment you catch one of our three 'themed' buses. Decorated for the occasion and hosted by local members of the College of Organisational Psychologists, each bus will focus on a topic of major interest to our profession. Spend the trip sharing thoughts and ideas with fellow travellers.

The trip to the Barossa will be a fun networking event with ample opportunity to chat to colleagues from around Australia and overseas. Key note speakers and overseas guests are invited providing excellent opportunities for international collaboration in research and practice – a key focus of our conference.

On arrival at the historic Orlando Winery enjoy morning tea and lively facilitated discussion on the topic chosen. Then join the passengers from other buses for a gourmet lunch comprising a sample of local wines and produce.

After lunch it's time to make your way back to the 'depot', relax and take in the scenery. En route you will stop in at one or two boutique vineyards for more sampling of the wines of the Barossa and an optional stock up of your cellar.

The organisational psychologists of Adelaide invite you and your partner to enjoy this Big Day Out with us on Sunday 1st July.

The College of Organisational Psychologists' National Executive

Call for Nominations for the 2007 Elton Mayo Awards

The Elton Mayo Award is given in recognition of original contributions to basic knowledge in the field, applications of

Industrial/Organisational (IO) psychology techniques and/or contributions to the advancement of organisational psychology as a profession. The Award has previously been granted to Professor Tony

Winefield, Dr Geoffrey Kelso, Dr Fred Emery, Dr Gordon O'Brien, Professor Beryl Hesketh, Mr James McCallum, Professor Phyllis Tharenou,

Ms Lea Waters, Professor Boris Kabanoff and Dr Paul Power.

The three categories of award are:

1. Elton Mayo Award for Outstanding Contributions to IO Research and Teaching

2. Elton Mayo Award for Outstanding Contributions to IO Practice

3. Elton Mayo Award for Outstanding Contributions to IO by an early career psychologist

Criteria for each Award are listed below.

Nominations for the Award should be accompanied by:

* a brief written justification for the nomination (200 words),

* full contact details including an email address of the sponsor.

Sponsors of short-listed nominees will be contacted and be asked to provide the following:

* the nominees acceptance of the nomination and

* the Curriculum Vitae of the nominee.

Nominations should be received by 18 May, 2007.

Nominations and enquiries
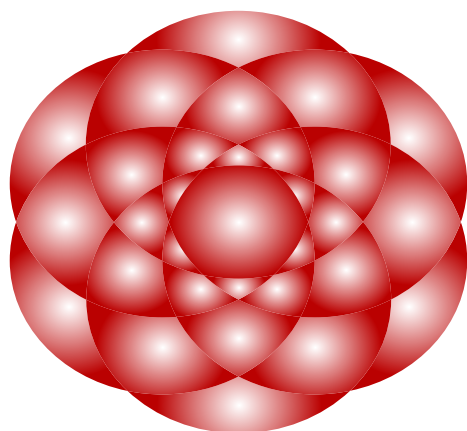
should be directed to:

Mail:

Ms Gina McCredie,
National Chair, APS College of Organisational Psychologists
c/o Australian Psychological Society
PO Box 38
Flinders Lane Post Office
MELBOURNE VIC 8009
Telephone: 0404 024 840
Email: ginaCOP@netspace.net.au

AWARDS CRITERIA:

1. Elton Mayo Award for Outstanding Contributions to IO Research and Teaching

As evidenced by:

* Publications in leading journals including international journals

* Evidence of thought leadership and originality in IO psychology

* Provision of outstanding teaching and development of students

* Promotion of psychology and psychologists particularly in the area of IO psychology

* Participation in professional activities such as presentations and keynotes to IO or similar conferences

* Raising the profile of IO psychologists in a positive manner

* Editorships of journals

* Office holders within APS or other APS or related activities (e.g. COP, Ethics committee, conference organising committee, course

accreditation, registration boards, govt lobbying)

2. Elton Mayo Award for Outstanding Contributions to IO Practice

As evidenced by:

* Reputation for sustained and outstanding success in the provision of

IO psychology related services (eg. In excess of 10 years)

* Demonstrable and sustained commitment to the development of early career psychologists through supervision, promotion, training or employment

* Promotion of psychology and psychologists particularly in the area of

IO psychology

* Raising the profile of IO psychologists in a positive manner

* Participation in professional activities such as presentations and keynotes to IO or similar conferences

* Editorships of journals

* Office holders within APS or other APS or related activities (e.g. COP, Ethics committee, conference organising committee, course accreditation, registration boards, govt lobbying)

3. Elton Mayo Award for Outstanding Contributions to IO by an early career psychologist

As evidenced by either of the above to a level appropriate for somebody within the first 10 years of their career.

Registration for Psychologists:
What does it mean across states and territories?

There is a lot of discussion about development of national frameworks of registration for health professionals. Exactly what this will mean for organisational psychologists is still a matter of debate. As a first step in creating an understanding of what this could mean, the National Committee requested each State Chair to submit a summary of registration requirements for their state or territory. As can be seen there is significant variation in conditions across each state and territory.

Registering in NSW

The NSW registration process for Psychologists, or aspiring Psychologists, is administered by the Psychologists Registration Board of NSW. A 4-year sequence of study in Psychology, deemed acceptable by the Board, is a pre-requisite for full registration.

In addition, applicants for full registration as a Psychologist must either:
  a)   hold an approved post-graduate degree in Psychology
        or
  b)   complete two years of practical experience in psychology through an approved supervision program.

Approved post-graduate degrees in Psychology include both course work and supervision placements, which are accepted as meeting the practical experience requirement for registration [1] . The Australian Psychology Accreditation Council sets the standards for accreditation of approved Psychology programs nationally (see http://www.apac.psychology.org.au/).

The Board provides a definition of the 'practical experience in psychology' that may be completed as an alternative route to full registration as a Psychologist. This experience includes a minimum number of hours engaged in psychology work, supervision with an Accredited Supervisor, workshops, and organisation visits/placements. Subsequent to this experience, an applicant's eligibility for full registration is assessed based on their competence across **5 Key Standards**:

1. Legal, Ethical and Professional Conduct

2. Assessment and Measurement

3. Service Delivery

4. Communication

5. Professional Development

In addition, all Psychologists are required to achieve competence in basic mental health assessments and counselling interventions.

The website for the Psychologists Registration Board of NSW (http://www.psychreg.health.nsw.gov.au) outlines further details pertaining to registration as a Psychologist in this state and special circumstances that apply to overseas and inter-state Psychologists seeking registration in NSW. Applicants seeking full registration as a Psychologist are encouraged to contact the Board for further clarification.

NEW MENTAL HEALTH REQUIREMENTS

2006 NSW PSYCHOLOGISTS REGISTRATION BOARD GUIDELINES
Released in July 2006

The work of organisational psychologists may also be affected by New Mental Health requirements released ten months ago. These requirements specify that practitioners must be competent in range of assessment methods, including at least one Direct Observation on each Certificate (of which there are 5 Certificates and 9 competencies listed below).

New items (from National Standards for Mental Health Workers (2004):

* Demonstrate sensitivity to different cultural and Indigenous values (1D)

* Understand culturally and linguistically appropriate test use and interpretation (2H)

* Develop culturally and linguistically appropriate service (3D)

* Suicide Risk assessment (2D)

* Knowledge of interventions for suicide risk prevention (3J)

* Work sensitively with the carers of families of clients where appropriate (3G)

* Knowledge of interventions for relapse prevention (3K)

* Public presentation skills (4C)

* Demonstrate good self-care practices (5E)

Reference:

Psychologists Registration Board of NSW: http://www.psychreg.health.nsw.gov.au/

1. In NSW approved post-graduate programs in Organisational Psychology are available at the University of NSW and Macquarie University.

Registering in Victoria

A person can apply for registration in Victoria upon the successful completion of an accredited Master's or Doctoral degree in psychology which included at least 120 days of supervised study or training as a registered probationary psychologist. Probationary registration is available to those who completed an accredited four year sequence of study in psychology and are enrolled in an accredited higher degree in psychology, or are engaged in work of a psychological nature while under the supervision of a registered supervisor psychologist. A probationary psychologist can apply for full registration upon successful completion of a minimum of 480 full time days of supervised and approved psychological practice. Additionally the board can grant registration to a person who acquires a qualification and experience that is, in the opinion of the Board, is sufficient for the practice of Psychology.

Full details of registration in the Victoria and application forms can be can be found at:
http://www.psychreg.vic.gov.au/store/page.pl?id=3188

Registering in Queensland

The Psychologists Board of Queensland (http://www.psychologyboard.qld.gov.au/) is the body responsible for the registration of Psychologists in Queensland. Before a person in Queensland may practice as, or hold himself/herself out to be a Psychologist, he or she must first register with the Board.

The Board is the statutory authority established to enact the provisions of the Psychologists Registration Act 2001, Psychologists Registration Regulation 2002 and the Health Practitioners (Professional Standards) Act 1999.

Categories of Registration include General Registration, Probationary Registration, General Registration with other Conditions, and Special Purpose Registration.

- General Registration, which allows a person to practise independently (autonomously) as a Psychologist in Queensland (that is, without any requirement for supervision of this practice), requires the completion of four years full-time approved tertiary education in psychology, (or its equivalent), followed by two years of approved supervised practice in the profession (or gained, in the opinion of the Board, 'relevant practical experience in the profession').

- General Registration with Other Conditions applies when there are circumstances where the Board considers it necessary or desirable for the applicant to competently and safely practice the profession.

- Probationary Registration is available for those who have not yet completed the two years of approved supervised practice in the profession (or gained, in the opinion of the Board, 'relevant practical experience in the profession'). Conditions of practice apply.

- Special Purpose Registration is available for those that require registration to teach, study or train at a postgraduate level, undertake clinical demonstrations or engage in research. The board can be contacted for eligibility.

- Additionally eligibility for all types of registration requires practitioners to be 'fit to practice the profession'.

Recognition is given by the board to those registered elsewhere in Australia and New Zealand. Those registered in another Australian State/Territory (Mutual Recognition) or in New Zealand and hold a current Annual Practising Certificate (Trans-Tasman Mutual Recognition) are eligible for equivalent registration in Queensland upon the receipt of: the relevant application form, the necessary supporting documentation (as described in the application form); and the applicable fee.

Deemed Registration is granted on receipt of a complete and valid application allowing individuals to practice psychology in Queensland until applications are considered by the Board for General Registration or other equivalent registration.

It is a requirement of the Board that applicants whose qualifications were obtained outside Australia or New Zealand must have their qualifications assessed **prior to applying for registration.**

Applicant kits which include complete registration overviews, eligibility criteria, application forms, and other relevant board and qualification information are available via the Queensland Psychologists Board web page.

Registering in South Australia

Registration in South Australia is governed by Section 3.9(c-d), which states:

"Psychologists must not include titles, descriptions, credentials, or initials for such, before or after their name that would suggest specialisation. It is suitable however to make a statement about an area of

special interest or additional training, eg. rather than stating [3]Sports Psychologist[2] it would be appropriate to state [3]psychologist practising in the area of sports psychology[2].

Similarly, terms or abbreviations used after a therapist1s name such as MAPS or MASH are not permitted as members of the public would not understand these abbreviations, and could be misled into believing the psychologist has formal additional qualifications. These terms must be used in full, ie:

- Member of Australian Psychological Society

- Member of Australian Society of Hypnosis"

Section 3.9(d) advises that:

"Not uncommonly, a psychologist may have pursued post-graduate degrees outside psychology such as an M Ed, or an MBA. These conferred degrees, obtained at a University level, can be used by registrants after their name in addition to the psychology degree, provided they are entered on the Register of Psychologists. Applications to have additional qualifications on the Register must be made to the Board with the prescribed fee."

A new policy has recently been drawn up and will be recommended to the Board when proposed new legislation is proclaimed. This policy is based on Qld and allows 11 descriptors including those of Industrial Psych. and Org. Psych.. Criteria to use these are:

1. MPsych, DPsych PysD or a professional phD in the area recognised by the Board AND 1 year practice and ongoing PD

   OR

2. 4 years in pscyh and at least 3 years practice and ongoing PD.

Industrial Psychology appears to have been from Organisational Pscyhology as being concerned with consumer research, advertising, marketing and engineering (design/ergonomics).

Registration in the ACT

There are two ways in which you may apply for registration as a psychologist in the ACT. If you hold a current registration as a psychologist in another state or territory in Australia or New Zealand then you are eligible to apply for registration under mutual recognition provisions. Otherwise you need to apply to the ACT Psychologists Board for initial registration (and the Board may grant full registration or conditional registration). For full registration as a psychologist you are required to have completed four years of academic study in a psychology related field, being a course or courses of education that is/are approved by the Board and a further two years of supervised practice in accordance with the Boards Guidelines for Supervised Practice OR a six-year sequence of academic study, approved by the Board (for example, a Masters Degree in Psychology).

Full details of registration in the ACT and application forms can be can be found at:

http://www.health.act.gov.au/c/health?a=da&did=10033491&pid=1068501849

Registering in Western Australia

The Psychologist Registration Act 1976 covers anyone who wants to practice as a psychologist or hypnotist in Western Australia under the following titles:

Provisional Registration - You must be resident in WA, hold an APS accredited 4 year degree from an Australian University and be employed in a psychological capacity and under Board approved supervision for the first 2 years (or part time equivalent).

Full Registration – Apart from completing the requirements of Provisional Registration, individuals who are enrolled in an accredited Masters degree and have completed all the coursework and practicums are eligible to apply.

Specialist Title - Use of a specialist title is something which is bestowed by the Board - it is not a registration requirement. You must hold at least an **accredited Masters degree** in the stream in which you are undertaking specialist title supervision. Specialist title supervision is 2 years full time (or part time equivalent) and you must be supervised by someone holding the same specialist title.

The supervision undertaken for APS and College membership is not recognised in WA for the requirements of attaining the Specialist Title. This means that there are two (2) separate registration requirements. A full member of the College of Organisational Psychologists without the Specialist Title is not permitted to use Organisational Psychologist as a title. Currently none of the COPWA committee has a Specialist Title.

College of Organisational Psychologists WA

Towards the end of 2006 a Strategic Planning meeting was held to focus on priorities for the next 12 months. The idea was that COPWA needed to address some immediate issues in the near future. Our plan is to reconvene to evaluate our efforts and plan for the longer term in 2007. The priorities and goals identified from the meeting were:

Professional Development

Goal 1 – Effective communication of College professional development requirements to members and potential members

Goal 2 - To hold 5 Professional Development events for the following calendar year:

• "Psychopath in a Suit" – held in November 2006

• Performance – Presentation by Sports Psychologist Sandy Gordon, March 2007

• Coaching – Event in conjunction with the Interest Group in Coaching Psychology, May 2007

• Healthy Workforce (eg Stress, Work/ Life Balance, Culture, Bullying), June 2007

• Online Testing, August 2007

Membership

Goal - To increase and retain active membership at all levels of COPWA including a mix of academics and practitioners

Student Engagement

Goal: Promote the field of organisational psychology as a career and assist students and graduates in the field to become connected with their more experienced peers and potential mentors.

Luckily we have had enthusiastic COPWA committee members who have taken responsibility for managing the activities of each portfolio. This means that senior level people within our profession have ensured that each activity is undertaken with substantial levels of drive and to high standards.   Our primary goal is to engage a broad cross section of the community in all our activities and I look forward to meeting you at our events throughout 2007.

Paul Syme
Chair

Australian College of Organizational Psychologists Membership Trends

By Lisa Interligli and Elizabeth Wilson-Evered

(COP Membership Survey Committee)

The Australian Psychological Society's College of Organizational Psychologists (COP) commissioned research to investigate membership trends. While affiliate membership has risen by more than 200%, full membership of COP has declined by 25% in a two-year period. The discussion paper, The Membership Challenge, outlined the need for full members in terms of maintaining COP infrastructure. However, it is argued that an increase in full members is essential to ensure a dynamic and functional College.

The following literature review examined psychological research, market research and marketing literature to identify relevant theories and factors that may contribute to the attraction, retention and participation of members. There was very little empirical data to draw on specifically relating to professional membership behaviours, and very little research in the area of volunteer contributions (Framer & Fedor, 2001). This review drew heavily on psychological research conducted in a employee-employer context. It is noted that the member-association relationship dynamics may differ slightly from the employee-employer relationship.

Perceived Organizational Membership

Perceived organizational membership (POM) is a multi-dimensional construct that reflects the employees' perceptions of their relationship with their employer (Masterson & Stamper, 2003). According to Graham (1991), whose essay on organizational citizenship provides a foundation for POM, membership in any organization involves the provision of rights and protections by the organization and responsibilities and obligations by its members. It is therefore reasonable to argue that POM may be extended to member perceptions of the relationship with their association.

Membership of an organization may be defined as inclusion in a community where diverse individuals are unified by the commitment to achievement of shared organizational goals (Masterson & Stamper, 2003). Community psychology literature defines a sense of community as 'a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together' (McMillan & Chavis, 1986, p9). On this basis, Masterson and Stamper argued that perceiving oneself to be a member of a community involves three dimensions: Need Fulfillment, Belonging and Mattering (see Figure 1). It is argued that these dimensions are the underlying motives that influence people seek to membership of organizations (Masterson & Stamper).
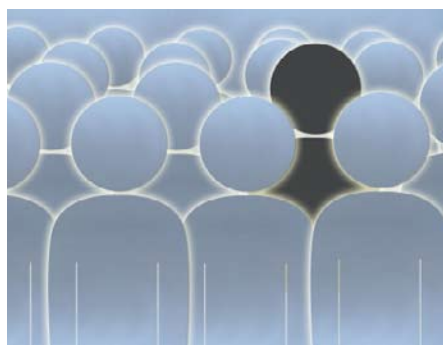
It should be noted that no empirical research to support the POM model can be found, and therefore it is assumed that it is yet to be proven. However, many of its underpinning theories are well tested. The following is provided as background on key elements rather than an in-depth critique of each theory.

Need Fulfillment

Drawing on group research, it is argued that the relationship between member and association must be perceived as rewarding in order for individuals to both seek and maintain membership (Masterson & Stamper, 2003; McMillan & Chavis, 1986). Rewards are construed as more than just economic benefits and may include relatedness needs (eg. professional, positive status; the ability to set and achieve goals by joining forces with other members) and developmental needs (eg challenge or growth opportunities) (Masterson & Stamper; McMillan & Chavis).

Members who perceive obligations and responsibilities towards an organization are likely to develop a sense of organizational membership and sense of community (Masterson & Stamper, 2003; McMillan & Chavis). Obligations and responsibilities may include completing organizational tasks (obedience), contributing to the organization's general welfare (loyalty), or involved on organizational activities (participation) (Masterson & Stamper). Antecedents of need fulfillment identified by Masterson and Stamper are perceptions relating to person-organization (PO) fit (Kristof, 1996), and to the psychological contract (Rousseau, 1989) between individual and association.
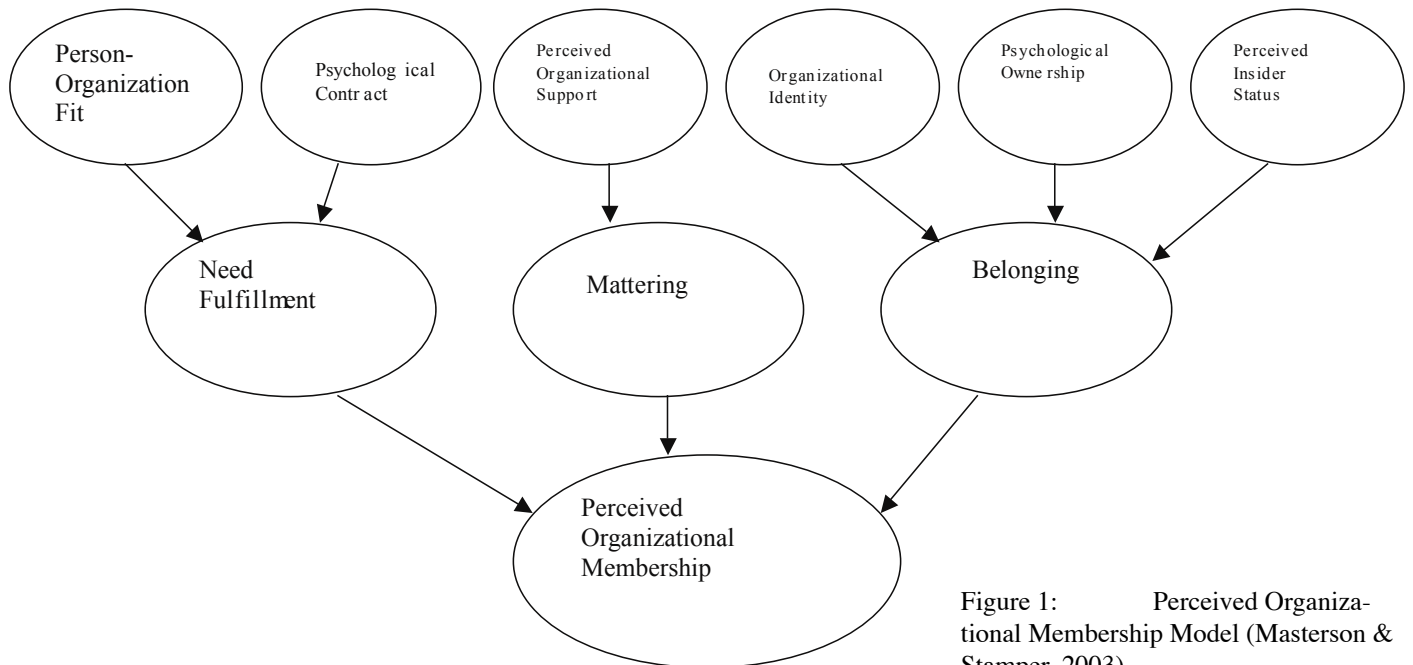
Figure 1: Perceived Organizational Membership Model (Masterson & Stamper, 2003).

Person-Organization Fit

PO fit can be conceptualized from needs-supplies and a demands-abilities perspectives, both of which, according to Masterson and Stamper (2003), closely correspond to the need fulfillment dimension of POM. Kristof (1996) argued that organizational resources (financial, physical and psychological) and opportunities presented by the organization signal the ability of the organization to fulfill employee needs (needs-supplies). A demands-abilities perspective poses that an organization demands contributions from members (time, effort, commitment, experience, knowledge, skills and abilities), and these demands signal the way in which members can fulfill organizational needs (Kristof, 1996). By making demands, the organization signals responsibilities, thereby strengthening the perception of membership (Graham, 1991).

A recent meta-analysis (Kristof-Brown, 2005) showed that PO fit had strong correlations with job satisfaction (.44), organizational satisfaction (.65), organizational commitment (.51) and a moder-ate relationship with intention to quit (-.35). Kristof-Brown argued that PO fit is a good predictor of turnover, and may be an indicator of lapsed membership.

Therefore, in order for individuals to be attracted to and maintain membership, an organization must promote opportunities and send the right cues for needs fulfillment to potential and current members.

Psychological Contract

According to Psychological Contract Theory (PCT), employees have expectations of returns, including support, based on implicit and explicit mutual obligations (Cropanazano, et al., 1997; Rhoades & Eisenberger, 2002; Stinglhamber & Vanderberghe, 2003; Witt, Andrews & Kacmar, 2000).These expectations, in the form of a psychological contract (Rousseau, 1990), are of the reciprocal interactions or exchanges between members and organizations. Expectations are held about each party's perceived obligations and returns (Masterson & Stamper, 2003). A breach of the psychological contract occurs if the member perceives that the organization has contravened or not met those obligations or returns and, in turn, the strength of perception of membership is weakened (Masterson & Stamper).
It is argued that breach leads to reduced sense of needs fulfillment and therefore threatens the ongoing relationship. PCT may be relevant in addressing membership retention rates.

Mattering

The Mattering dimension is also known as influence (McMillan & Chavis, 1986). Based on empirical evidence, McMillan and Chavis argued that for individuals to be attracted to a community or association, they must fell they can have some influence over or make a difference to the group. Influence provides validation for an individual's understanding of the environment.

Perceived Organization Support

One means of communicating that members "matters" is through organizational support. Organizational support theory proposes that individuals form global opinions about how organizations value their contribution and cares about their wellbeing on the

basis of favourable treatment and perceived organizational support (POS) (Aselage & Eisenberger, 2003; Rhoades & Eisenberger, 2002). If members perceive organizations are supportive, they are likely to also feel as though they are valued. Fair procedures and due process, and the ability to influence procedures are examples of how organizations can demonstrate support of members; thereby create a sense of mattering in individuals. There is a growing body of empirical evidence that supports this proposition (Masterson & Stamper, 2003).

Belonging

A sense of belonging to a group or community is the perception that 'one has invested part of oneself to become a member and therefore has a right to belong' (McMillan & Chavis, 1986). According to Masterson and Stamper (2003), belonging is a perception of personal relatedness with other members. This requires making boundaries regarding who is a member of the community and who is not clear, which can be achieved through commonly used language, shared symbols and rituals (Wiesenfeld, Raghuram & Garud, 2001). As members make more personal investment in the organization, according to Masterson and Stamper, the more that they perceive that they belong and membership will carry more personal meaning and value. Sense of belonging therefore appears to have a role in member retention. Masterson and Stamper argued that there were three concepts that underpin the belonging dimension: organizational identification, psychological ownership and perceived insider status.

Organizational Identification

Organizational identification (OID) is based on Social Identity Theory (Tajfel, 1982) which argues that people self-categorize into social sectors in order maintain social order and to define themselves within that environment (Van Knippenberg & Sleebos, 2006). In an organizational setting identification or OID involves individuals defining themselves in terms of organizational membership (Herrbach, 2006; Masterson & Stamper, 2003). Members become psychologically connected to the organization and share in its success and failures. Collective interest is experienced as self-interest (van Knippenberg & Sleebos).

OID has been linked to favourable outcomes, including taking the organization's perceptive and acting in its best interest (Herrbach; Mael & Ashforth, 1992). Furthermore, as self-definition is tied to the organization, people are more inclined to maintain their membership (Mael & Ashforth, 1995). Therefore building OID may be an effective retention strategy (Bhattacharya, Rao, and Glynn,1995). Antecedents of OID involve distinctiveness of organizational values and practices, or shared goals or threats. According Wiesenfeld and colleagues (2001), predictors also include the extent of contact between the individual and organization; visibility of organizational membership, and the attractiveness of the OID (enhancement to esteem, self-consistency or self-distinctiveness).

Studies of groups whose members have little if any contact with each other (like an association) indicate that members can still develop a sense of identifica-

tion (Wiesenfeld et al., 2001). Members of a subsystem (such as COP), were found to be more likely to identify with their subsystem than the larger organization (Coulthard, 2005).

Psychological ownership

Psychological ownership refers to the sense of possessiveness of an individual of an organization (VandeWalle, Van Dyne & Kostova, 1995), and is associated with the feeling of needing to protect ownership (Masterson & Stamper, 2003). Research showed that the motives underlying psychological ownership include self-identification and having a place (Pierce, Kostova & Dirks, 2001), both of which align with the dimension of Belonging (Masterson & Stamper).

Factors which contribute to a psychological ownership include having as sense of control or influence over the organization, knowing the organization intimately through active association and investing of oneself (Pierce, Kostova & Dirks, 2003). An outcome of psychological ownership is extra-role behaviour (VandeWalle et al., 1995), which can be construed as co-production in an association context (Gruen, 2000). This relationship, as demonstrated in a study by VandeWalle et al., is mediated by organizational commitment.

Perceived Insider Status

Perceived insider status (PIS) is defined as the extent to which members perceive themselves to be organizational insiders compared with being outsiders (Masterson & Stamper, 2003). It is described as the sense that members have earned a 'personal space' and acceptance within the organi-

zation. A recent study (Masterson & Stamper, 2003) found support for PIS as a construct independent of actual inclusion in the organization (hours worked per week or tenure for example). This concept is newly developed and has not been subject to empirical testing. On the basis of its initial definition, it does appear to be consistent with the Belonging dimension.

Influencing Factors

Commitment

In the past twenty years, researchers have looked to commitment to explain the psychological bond between employers and employees (Herrbach, 2006; Van Knippenberg & Sleebos, 2006). For the last few decades, the psychological relationship has been predominantly conceptualized as commitment (Van Knippenberg & Sleebos). In a study of relationship marketing activities and the impact on organizational commitment and membership behaviours in professional associations, Gruen, Summers and Acito (2000) found that the three components of commitment (affective, continuance and normative; Myer & Allen, 1991) differentially mediated the relationship between marketing activities and member behaviours.

Consistent with previous research (Gruen, 1995; Morgan & Hunt, 1994), Gruen and colleagues (2000) argued that three categories of membership behaviours indicate relationship marketing success: retention, participation and co-production. Retention is operationalised as the percentage of members that renew from one membership year to another. The inverse is member churn, however Gruen and colleagues argued that member retention is the

key measure of an association's performance. Member participation, or the extent to which members consume association products and services, is an indicator of the quality of the membership, and is operationalised as the per capita usage of benefits. The second aspect of the quality of membership is co-production (Sheth & Parvatiyar, 1995), which is defined as the extent to which membership is involved in the production of the organization's products, services and marketing activities, and is analogous to organizational commitment behaviours (OCBs) (Gruen et al., 2000; Organ, 1988).

According to Gruen and colleagues (2000), organizational commitment can be viewed as a motivational, and can be defined, in the professional association context, as the degree to which members develop a psychological attachment to the association. Herrbach (2006) found that the affective dimension of OID was related to affective commitment. Affective commitment was defined (Gruen et al.) as the degree to which the member is bound to the association based on how favourably he or she feels about it. Continuance commitment was defined by Gruen and colleagues as the self interest stake in the relationship or the degree to which the psychological bond depends on perceived costs (financial, status or social) associated with leaving the association. Normative commitment was defined as the extent to which the individual member is psychologically bound to the association based on the moral obligation.

Gruen and colleagues (2000) referred to previous studies to establish empirically-based links

between association behaviours and commitment components, with the exception of normative commitment due to the lack of available research:

- Mowday, Porter and Steers (1982) linked affective view of commitment with a member's involvement. It is argued, therefore that higher levels of affective commitment will lead to higher participation rates;

- Affective commitment has also been linked to co-production. In the same study, Mowday and colleagues found that people who are committed to the organization are willing to invest some of themselves in the relationship;

- Pre-payment of membership fees creates the potential for continuance commitment based on the motivation to recover their investment through participation (Gruen et al.).

Their (Gruen et al., 2000) study found that the largest direct effects were from core services performance. The strength of the effects was surprising to the researchers as they expected that effects would be mediated by commitment. Bolton (1998) argued that in ongoing services relationships like association membership, customers' subject evaluation of the future value of the relationship depends on perceived future value of services, cost of continuing and cost of not continuing. There performance of core services appears to play a significant role in retention.

Gruen and colleagues' (2000) results also indicated that chapters (or state branches) are more successful in helping members obtain

value from their relationship by obtaining a higher degree of co-production (largely due to opportunity). However study results found a smaller role for commitment than previously believed. No direct links between commitment or retention variables were found. A modest mediation between member interdependence and co-productive behaviour was found for normative commitment. Affective commitment mediated only the relationships between dissemination of organization knowledge and recognition for contributions, and membership behaviours.

Social Support

Allied with organizational support included in Masterson and Stamper's (2003) POM model is the role of social support. Previous research suggested that high levels of social support can have an important influence on members' relationships with an organization. Perceived social support has also been identified as a predictor of perceived organizational support and is indicated as related to organizational attachment among volunteers (Farmer & Fedor, 1999).

Social support has emerged as a moderating factor in the relationship between individual need for affiliation and the strength of organizational identification among virtual workers (Wiesenfeld, et al., 2001). It is argued that virtual workers have the common characteristic of organizational members that are independent and isolated. Like virtual workers, it is left to members of professional organizations to self-organize and be motivated to provide cooperative behaviour opportunities (Wiesenfeld et al.).

Individual Factors

Individual factors may have direct effects on member behaviours. Need for affiliation is defined as an individual's desire for social contact or belongingness (Veroff & Veroff, 1980). It is suggested that people with a high need for affiliation are predisposed to OID because they want and need to belong and identification allows them to express that desire (Glynn, 1998; Wiesenfeld et al., 2001). This has yet to be empirically tested.

Farmer and Fedor (2001) found that individuals with altruistic motives for joining a volunteer organization predicted greater financial donations and greater time invested as a volunteer. Furthermore, they speculated that actively attracting those high level people with high altruistic motives can revitalize an organization.

Individual factors may also have influencing effects on the relationship between antecedent factors and member behaviours. For example, Pierce and colleagues (1991) note that individual factors on a psychological ownership system.

Demographics appear to be influential in membership, retention and participation. Coulthard (2005) found that age, grade of membership, duration of membership and whether the respondent was employed and subsystem (eg interest group specialty area) membership affected joining and remaining a member of the British Psychological Society (BPS). Furthermore, Coulthard found that age and grade of membership affected the level of commitment to the BPS. Bhattacharya, Rao, and Glynn (1995) found that tenure term of membership significantly

and positively related to OID. Bhattacharya and colleagues also found that affiliation with an organization was influenced by the visibility of membership he or she has in the organization, and the number of other similar organizations he or she belongs to. Each of these variables is likely to be associated with the intensity with which members identify with the focal organization.

Psychologists Association Membership Research Overview

Review of Australian Psychological Society (APS) documents and an international search suggests that member attraction and retention is a general challenge for psychological societies. The outcomes of this search are considered in the next section.

The Australian Psychological Society

The COP operates within the broader entity of the APS. A membership study (Berenyi, 2003) was conducted in 2002 to improve the Australian Psychological Society (APS) for current members and to attract new members. Objectives were to evaluate overall APS image, current performance and perceived outlook for the APS. No research model was apparent in the article. The study included a national (metropolitan and regional) telephone survey of 500 APS members (n=313) and non-members (n=187). The sample included representation of independent, government, private and academic professionals. Specific demographic details were not made available.

Satisfaction (satisfied to very satisfied) levels among current members were moderate at only

61% (Berenyi, 2003). Independent practitioners showed the lowest level of satisfaction (48%), while private sector professionals had the highest level of satisfaction (69%). Private sector professionals also expressed the highest level of dissatisfaction, along with independent practitioners, both at 18%. Among those that expressed satisfaction APS, the over-whelming reason given for that satisfaction was informative, educational, resources reasons (84%). Other reasons given were that the APS:

- Provides access to NETwork/ referral service (11%);

- Provides a good/helpful service (11%);

- Lobbies, advocates and is an active voice for psychologists (10%); and

- Provides good deals on insurance (8%).

In terms of drivers for joining the APS, first mentioned reasons (Berenyi, 2003) were:

- Provides resources, advice, NETwork (35%; total mentions 61%);

- To be part of a professional body/professional recognition (38%; total mentions 52%);

- Recommended/standard practice (16%; total mentions 23%);

- Job opportunities/required by employer (7%; total mentions 12%).

Berenyi (2003) reported that APS publications had very high awareness and usage among members (InPsych 98% awareness; 89% usage; The Australian Psychologist (97% awareness; 80% usage; Ethical Guidelines 60% usage). The vast majority of member respondents (92%) rated the Ethical Guidelines as a reasonable to major benefit.

Berenyi (2003) conducted an opportunity analysis (mapped services/factors on level of importance and performance) based on current member responses. Those services/factors that rated as high importance but low performance included:

- Promoting of the profession (promote public understanding; talk to the media; educating other professionals; ensure employers understand the role of Organisational Psychologists);

- Lobbying the government (including inclusion with Medicare); and

- Supporting early career psychologists

Factors/services that current members felt were high importance and that the APS performed well (Berenyi, 2003) included:

- Promoting professional (including ethical) standards generally and with Registration Boards; and

- Promoting effective private practice.

Berenyi (2003) concluded that the study showed that the APS appeared to be offering a sense of belonging and industry endorsement, with good access to resources. The opportunity identified by the researcher was to "revitalize the psychological professional via promotion and public advocacy".

The Berenyi study is of interest in context of another APS study (Franklin, Foreman, Kyriakou & Sarnovski, 1998) conducted in the late 1990s that examined factors involved in referral to a psychologist. This study revealed low level awareness of the need for psychologists to be registered among the clients of general practitioners, psychologists and GPs. Respondents also noted that knowledge of psychology qualifications, professional members, experience and registration were important for referral, however 58.3% of respondents did not know the qualification of the psychologist they were referring to. These results underline the need for improved communication and education about psychology generally.

The Canadian Psychologists Association

In an exploratory study, Skarlicki (2000) aimed to identify factors that influenced why psychologists joined and remained in or left the Canadian Psychologists Association (CPA). He also aimed to use these factors to identify who joins and remains in the CPA. In 1998 with a membership base of 4100, the CPA attracted 480 new members and lost 550 (non-renewals). CPA therefore was in a net loss position.

Skarlicki (2000) posed three theoretical bases for joining and maintaining membership with CPA:

- Organizational Justice Theory (Greenberg, 1990),

- Social Identity Theory (Tajfel, 1982);

- Social Cognitive Theory (Bandura, 1997.

Organizational Justice Theory (OJT) (Greenberg, 1990) involves the perceptions of process fairness in distribution of outcomes. OJT, according to Skarlicki (2000), involves the consistent application of rules, providing members with

a voice in decision-making, and ensuring that the processes are representative of the views of the membership, and not just a favoured few. Favouritism, according to OJT, kills the desire belong to an organization. Skarlicki based his choice of organizational justice as underpinning his research model due to consistent feedback received by the CPA Board of Directors that the organization favoured scientists over practitioners.

Social Identity Theory (SIT) (Tajfel, 1982) suggests that people derive self-worth from membership of a group. Consistent with POM, according to Skarlicki (2000), people join and maintain their membership of an organization as a way to enhance their self-esteem and identity.

Social Cognitive Theory (SCT) (Bandura, 1997) argues that outcome expectancies critically influence choice. If expectancies are positive, the probability that a person will join and remain active with an organization increases. If expectancies are low, the probabilities of membership and continued involvement are also low.

The study identified five factors, which Skarlicki (2000) argued could be explained by the three theories. The first factor, Outcomes, referred to people's perceptions of costs and benefits provided by CPA membership. It was argued that this factor was consistent with SIT in that members needed to perceive a relationship between CPA membership and positive outcomes, such as maintaining currency of knowledge. Skarlicki identified significant differences between current (higher outcome expectancies) and lapsed/never been members,

and between practitioners/students (higher outcome expectancies) and academics.

The second factor, Advocacy, referred to representation of interests, advocacy and lobbying of government. Skarlicki argued that Advocacy was consistent with SIT with respect to outcome expectancies and OJT in terms of distributed outcomes. Current members rated CPA higher on Factor Two than non-members.

The third factor, Organizational Justice, referred to the degree to which members have a voice and influence on decision-making, and therefore provided direct empirical support for OJT. Current members rated significantly higher that people who were not members. CPA generally rated poorly among academics, practitioners and students.

The fourth factor, Convention, refers to the CPA convention. Generally, CPA rated poorly on this factor, with academics rating the convention significantly lower than practitioners and students.

The last factor referred to the extent to which membership was perceived to enhance one's identity as a psychologist, directly supporting SIT. Skarlicki (2000) argued that this factor explained member churn. Former members rated CPA significantly lower than current members on this factor, and academics rated lower than practitioner and students.

Skarlicki (2000)'s recommendations included that the CPA must minimize bias towards any membership group and ensure that procedures are viewed as representative of the majority of the membership. Consistent with social identification research

(Aronson & Mills, 1959) that argues that perceived value of membership increases with the effort required to gain membership, he also recommends greater hurdles for joining CPA. Finally, he recommends that the relationship between perceived benefits and membership be made clear, and that the CPA seek alternate revenue streams in order to keep membership fees low.

The British Psychological Society

The British Psychological Society (BPS) commissioned a research project in 2000 to examine the BPS's marketing relationship with its member, member behaviours and attitudes (expectations and perceptions of the Society) (Coultard, 2005).. In March 2004, 32,004 voting members were issued with surveys, resulting in a 20.2% response rate (n=6,465). Of those, 950 were completed online.

Reasons for joining the BPS varied with age and membership grade (Coultard, 2005). Apart from reasons of registration (membership is a requirement for registration in the UK), key themes arising from responses were:

To join the professional body for psychologists (normative commitment); and Provides me with a sense of professional identity (Belonging). Key reasons for remaining members were: Being registered as a Chartered Psychologist is important to me, Provides me with a sense of professional identity, and My membership enables me to keep up-to-date with developments in the profession (Coultard).

In reporting the results of the survey, Coultard (2005) indi-

cated that very mixed responses were received regarding subscription fees and a number of concerns regarding subscription fee policy were raised (such as annual renewal date, maternity leave policy). Results indicated that the BPS needed to improve its reputation and communication with members and improve awareness of activities such as lobbying and liaison activities. Coulthard (2005) suggested that the sense of professional identity was important for older, more senior psychologists, those who were currently employed, and those for which membership had a purpose (eg needed for employment).

More than 56% of BPS membership comprised members of at least one sub-system (Division of Clinical Psychologists- 23%; Division of Occupational Psychology 10%; Division of Educational and Child Psychology 6%) (Coultard, 2005). The main reason for joining a sub-system was undertaking post-graduate training/supervision. The results indicated that BPS members were more likely to identify with sub-systems that the greater organization. Coultard argued that sense of affiliation to a sub-group influenced BPS retention. Furthermore, she also suggested that sense of affiliation may be mediated by member commitment to the BPS. The strength of affiliation between members' and organization's interests impacts on member loyalty (Bhattacharya et al., 1995; Dutton et al., 1994), and therefore retention.

Study (Coulthard, 2005) results showed that BPS members have low levels of affective commitment, high levels of continuance commitment (perhaps due to reg-

istration requirements) and moderate levels of normative commitment to BPS. Significant age and grade effects were identified. More senior and older members showed higher levels of affective commitment but lower levels of continuance commitment than any other group.

A higher level of "don't know" and no opinion" responses were provided for overall perceptions of BPS. According to Pratt & Doucet (2000), ambivalence suggests a conflict of individual-organizational attachments. This may also be a reflection of the fact that, according to responses, many members had not had recent contact with the Society, indicating low participation.

Membership Marketing Review

Carole McKellar (2003) identified four pathways to a successful membership strategy. They were defined as:

- Recruitment:
  - o Strategic Plan: clear direction and message; clearly defined audience;
  - o Target groups: prospect database; benefits articulated and published; make contact;
  - o Demonstrate benefits: via testimonials, website, workshops, personal invitations.

- Retention:
  - o Return on investment: professional and career development; motivating, inspiring and re-energizing;
  - o Relevant services: cost-benefit; new options and ideas; best practice models;
  - o Relevant education: quality

presenters, innovative formats, social aspect, business opportunities.

- Active (engaged) members:
  - o Committees: leadership development; fun; standard roles and procedures;
  - o Incentive schemes: profile, recognition, grants, new member development;
  - o Regional (local) activity: local networking, local education.

- Communication:
  - o Electronic: interactive website, e-news, e-learning, web casting;
  - o Paper: mailings; journals, welcome pack;
  - o Face-to-face: conferences, AGM, training workshops, interest groups, exhibitions, working parties, ambassador programs.

The Association Gateway, a not-for-profit website for association volunteers and staff recently co-published a report on Membership Renewal and Retention in Europe (2005). The online survey sampled European members of a professional associations (n=207). Its objectives were to ascertain why members would join or leave an association. Of the respondents, 89% were Baby Boomers, and more than 70% said that they were well-established in their careers/profession. Approximately 5% worked as sole practitioners and 10% said that they seldom come into contact with someone else doing the same job.

Drivers for joining an association identified in the survey (Association Gateway, 2005) were to:

  - o Gain access to best practice

(49%)

o Keep-up-to-date with industry news (49%)

o Benefit from educational opportunities (43%)

o Network for business reasons (54%).

A higher proportion of non-members suggested that representation (advocacy) is an important benefit of membership, but it was not strong enough to convert them to joining. The authors suggest that this reflected the maturity of sectors represented and the perception that there are no burning issues to fight for. Those that did join provided comments about "giving something back" to their industry, or "making something happen".

The study (Association Gateway, 2005) showed that the amount of experience a person had, or how many people they work alongside, correlated with the decision to become a member. Furthermore, Farmer and Fedor (2001) found that opportunity for social interaction and building social networks encouraged volunteers to stay engaged with an organization. A recurring theme in the report is that few professionals feel they see few advantages for the cost of membership. Authors argued that the ability of an association to retain its members is in its ability to demonstrate a return on investment (ROI).

The study (Association Gateway, 2005) indicated that 72% of respondents said that they would volunteer to support their association. The factors contributing to co-production or involvement include:

o Better access to information and services

o Improved networking and building relationships

o Personal and professional development

o Improved business opportunities

o Recognition, profile

o Improved industry knowledge

o Career advantages.

Reasons for leaving an association include:

o Poor connection between an association's management (volunteers/staff) and its members (elitist, remote, unfriendly).

o Regular communication and active participation makes a positive difference;

o Poor direction and management; lack of innovation; poor leadership; poor administration;

o Poor ROI.

The authors (Association Gateway, 2005) noted competitive threat from other associations offering better service.

In summary, this paper provides a broad review of relevant psychological theories and empirical studies relating to the issue of association membership. It also included studies undertaken by other psychological associations in order to draw on their learnings. Finally, it reviewed marketing models and studies that provide further insight to the College of Organizational Psychologists in understanding membership trends.

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Optimising 'leadership': theory, practice and professionalism.

A Viewpoint by Ray Elliott, MAPS, FAHRI

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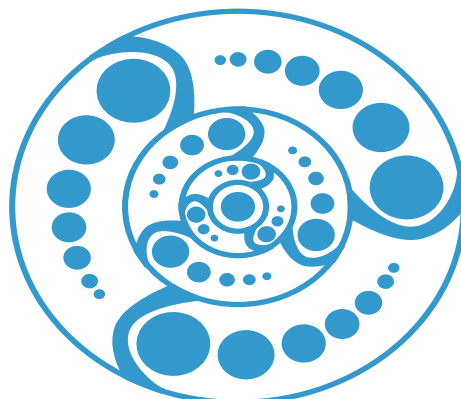
Contributor: Paula Robinson.

Leadership is broadly recognised as being important in organisational and group life. Everybody has an opinion about what constitutes 'good or effective leadership' and there is no shortage of people and organisations consulting on the topic. But I wish to look at the topic of leadership from three perspectives –

1. an understanding of leadership that extends common and often popular notions about leadership and management;

2. the place and role of evidence-based knowledge and how this is applied to optimise leadership performance; and

3. the role of the College of Organisational Psychologists and its Members in exercising leadership within the "leadership industry'.

In what follows some personal reflections are offered about the 'state of play' regarding leadership assessment and development and the important - indeed vital - extension opportunities for College Members to make an impact.

Unpacking 'leadership'

Typically, common notions of leadership assume the discourse is about an individual person. However, this is in itself limiting and overestimates the impact of individuals in and beyond organisations and groups. Leadership is best understood as a multiple-level phenomenon that operates at three levels of analysis – individuals, groups, and in an organisation's systems and culture. Tosi (1991), Yammarino and Bass (1990) helpfully assisted such distinctions and Kozlowski, Gully, McHugh, Salas and Cannon-Bowers (1996) drew attention to the importance of leadership and team effectiveness. More recently Pearce and Conger (2003) have suggested that there has been too much preoccupation with leadership conceived as the interactions between individual leaders and followers understood as dyads.

Egalitarianism in Australia has been a distinctive quality to effective leadership (Elliott, 2002). This is a cultural emphasis on the need for leaders to be capable of being "on the same level as followers" to avoid what could be considered to be authoritarian approaches - to which Australians generally do not take kindly. Parry (2001) has drawn attention to differences, for instance, between American and Australian assumptions about what constitutes effective leadership: American's seeking a more assertive, positive idealisation of leadership and Australians preferring more collaborative low-key styles. However, recently with the interest in servant leadership (for example, Collins, 2001; Graham, 1991, Greenleaf, 1997; Sendjaya & Sarros, 2002) and developmental transformational leadership (Bass & Steidlmeier 1999) this balance may be shifting.

One might ask – why the emphasis and pre-occupation with leadership at the individual level? One reason may be that it is more accessible to empirical research than group-level phenomena. Another may be that it is a response to the common assumption that individual leadership is ultimately more powerful. However, as a large study has shown, the optimisation of distributed leadership within groups (Avolio, Sivasubramanian, Murry, Jung & Garger, 2003). most likely has a more powerful impact on group outcomes than the individual leadership of those groups (Avolio, Jung, Murry & Sivasubramanian, 1996) although obviously there is an interaction between the two. Optimal leadership profiles of the latter at the individual level would seem to be needed to enable the former at the group leadership profile level.

So a short-hand definition of leadership that seems capable of being easily and widely understood is –

> 'an influencing process between people, groups and whole organisations ... seen through the lens of the outcomes that result from these interactions' (Elliott, 2002).

Put slightly differently, leadership is –

> 'the way individuals, groups and organisations exercise influence on others and the outcomes that result.'

What such simple working definitions do is challenge assumptions about leadership being an individual phenomenon. Additionally it draws attention to the outcome effects of such influencing – not just to what might be compelling at first glance (face validity).

Having observed much of what

commonly passes for 'good' or 'effective' leadership it seems that idealised views or beliefs about leadership predominate without sufficient attention being given to the quantification of impacts and outcomes arising from, or at least associated with, the exercise of such leadership. Huge sums of money, time and effort are often spent by organisations building 'leadership competencies' with little attention to what is already known, and without then going on to check whether these can be reliably operationally measured as a pre-cursor to linking them with desired outcomes. Actually, measures of effective leadership should probably start from the outcomes generated by various leadership styles and behaviours - whether by individuals or within groups - rather than starting from what seems "believable". When one considers the methodologies behind these kinds of leadership competencies and their development the word 'cloning' seems an apt metaphor: "let us make them in our own image" ... by those designing and driving the organisational processes for their generation.

Research into the different traits that effective leaders possess generally range from broad predictors such as the Big Five (Extraversion, Emotional Stability, Agreeableness, Conscientiousness and Openness) being all positively correlated with successful leadership, to more specific measures such as self confidence, initiative and stress tolerance. However, there is still no universal trait that can predict effective leadership in ALL situations. Traits tend to do a better job of predicting the appearance of leadership rather than distinguishing between effective and ineffective leaders.

Of the many behavioural assessments of the impacts of leadership at the individual level Barling, Weber and Kelloway (2002) found relationships between safety-specific transformational leadership and occupational safety; Howell and Avolio (1993) and Barling, Weber, and Kelloway, (1996) found relationships between transformational leadership and business unit performance and financial outcomes. Bass (1998) has summarised many other impacts of transformational leadership, and Bass, Avolio, Jung, and Berson (2003) have reported on a large field experiment concerning its predictive validity in performance within a military context. Keller (1995) has reported on how transformational leaders make a difference. Antonakis (2003) has shown that the full range transformational-transactional nine factor model was stable (that is fully invariant) with data collected across cultures and various organisational contexts by the Multi-factor Leadership Questionnaire (Avolio, Bass & Jung, 1996; Avolio, Bass & Jung, 1997; Bass, 1997) when context variables are taken into account, such as gender, leader-follower gender, environmental risk, and leader hierarchical level. Additionally, several meta-analyses have confirmed relationships between transformational leadership and effectiveness (Lowe, Kroeck & Sivasubramanian, 1996; Dumdum, Lowe & Avolio, 2003).

Other salient and supported leadership theories include the Leader-Member Exchange (Graen & Uhl-Bien (1995), Path-goal theory (House, 1971, September) and Task Complexity (Vroom, 1964; Vroom & Yetton, 1973), Follower Impacts on Leadership (Dvir, Eden, Avolio & Shamir, 2002; Dvir & Shamir, 2003) and perhaps Situational Leadership (Hersey &

Blanchard (1969, 1976); Hersey, Blanchard & Natemeyer (1979).

These leadership theories are to be viewed as complementary, not competing (as the marketplace would often have us believe). How they are integrated with each other in their application to specific assessment and developmental situations in organisations is where the cutting edge is for both practice and continuing research.

The relationships between transformational leadership, outcomes and personality also been a significant area of research. Barrick & Mount (1996), Barrick, Stewart & Piotriwski (2002) and Witt, Burke, Barrick & Mount (2002) found that two traits of the Five Factor Model (FFM) of personality are useful predictors in nearly all jobs: Conscientiousness predicted work related motivation (i.e. dependable, organized, hardworking, achievement orientated) and Emotional Control also influenced motivation at work (i.e. calmness, self confidence, high self efficacy, resilience). Meng & Li (2004) found that the FFM was related to extra effort, job satisfaction, organisational commitment and leadership effectiveness. Judge, Bono, Ilies & Gerhardt (2002) found Extraversion and Agreeableness positively predicted effective leadership using a 360 degree measure. Kickul & Neuman (2000) suggested that Extroversion and Openness to Experience were predictive of emergent leadership behaviours and Conscientiousness was associated with team performance.

Meta analysis by Riggio & Riggio (2002) found a significant positive relationship between Extraversion and a subscale of the Social Skills Inventory known as Emotional Expressiveness. Bass (1998) also reported sociability significantly

correlated with transformational leadership behaviour. However, debate about the definition, place and role of emotional intelligence in leadership effectiveness remains at an early stage: Antonakis (2003, 2004) has indeed argued that emotional intelligence does not and will not predict leadership effectiveness.

360 degree evaluation procedures have been found to be a reliable and valid way to determine whether a leader is 'effective'. Atwater & Yammarino (1992) found that self-other rater agreement was a predictor of leadership performance, suggesting that self-awareness was an important consideration in individual leadership. Other studies have demonstrated that effective leadership behaviours can be trained (Barling Weber & Kelloway, 1996; Parry & Sinha, 2002, December; Parry & Sinha, 2005).

Self perception and reflection seem to be important in professional growth (White, Crooks, & Melton, 2004). Quigley (2004) found that leaders' core self evaluations influence their self efficacy and that these were antecedents of effective leadership. Moreover, self efficacy also exhibited positive relationships with team efficacy and performance. A study by Murphy and Ensher (1999) found that self ratings of leader self efficacy and optimism were related to subordinate performance. At the group level of analysis, Sivasubramaniam, Jung, Avolio, and Murry (2002) in a large experimental field study showed that group potency (the belief that a team can accomplish its mission) mediated distributed or shared leadership within groups and outcomes of group performance.

Evidence-based knowledge and its place in optimising leadership effectiveness in practice.

The preceding brief review of salient research represents only a fraction of what is known about leadership. But it is suggested that these kinds of research outcomes are important in leadership assessment and development. Beyond this, an enormous amount of research has been undertaken into what constitutes effective leadership since the second world war (for a short digest, Elliott, 2000). Yet with leadership selection or leadership development interventions, too often actual practice seems to effectively pretend that either it is all too hard to access and apply or there is an acquiescence in the belief that we will go first by what decision-makers trust most – their own inner beliefs, feelings and intuitions – rather than try to appropriate good scientifically-informed research findings.

The post-modernist philosophical movement also acts to amplify this tendency (Elliott, 2003, October). A radical scepticism often creeps in about whether any generalisable knowledge is possible for human behaviour – especially in the field of leadership. "My view is as good as yours" is an application of equity theory that goes astray when so misapplied. Those of us who have had the opportunity to, and indeed the obligation to, read the research literature at the 'gold bar' standard will know that some forms of knowledge may be held with greater certainty than others when the canons of rational enquiry are applied to sincerely-held beliefs about leadership.

Herein lies a challenge for the Organisational Psychology Profession – whether academic or practitioner. How can the profession in its practise effectively translate sound research findings into effective and sound interpretations for leadership optimisation in a succinct, convincing and timely manner?

For academics, the challenge is to risk such applications without all the usual qualifications and limitations inherent in the academic enterprise. To apply knowledge and act as if it were true is a step beyond normally healthy academic rational scepticism. Discussions within the field of applied ethics have thrown useful light on this phenomenon: when we move from 'theorising' and 'reflection' (even on scientifically-derived conclusions) to commitment embodied in action, the values asserted for such knowledge inevitably take a higher if not a primal precedence. The recent debate about climate change and the role of a broad impartially-sponsored international scientific consensus illustrates the point well: just where is the tipping point when good evidence-based science leads to action. How does self-interest, politics, and economics influence or prevent such action? What is the actual place and authority of reason in human decision-making (Elliott, 2005a, 2005b; Elliott and Tuohy, 2006)?

For practitioners the challenge is to access quality research, review it, digest it, reflect on it against one's practice with clients, and then seek to apply it succinctly, appropriately and accurately in the situation in the interests of the client. Of course such an understanding of professionalism assumes certain orientations between the practitioner and the client – and the extent to which the Organisational Psychologist / Leadership Coach is seen as 'an expert' – and indeed 'expert in what'? In the area of coaching for leadership development this is a hot topic. Are coaches merely facilitative of individual, group or organisational goals or should they also engage in an expert modality of interpretation, the identification of salient information and the application of validated theory to optimise outcomes. And if they do act in such expert modalities under what ethical and contractual understandings with the client should they do so to achieve continued informed consent by the client (Elliott, 2005b)?

Organisational Psychologists' often profess belief in the scientific-practitioner model as a core part of their professional identity. But when it comes to their actual action in practice - when they engage with the real world with the necessities for economic and political survival - compromises can be made with such professional beliefs. For instance, they can adopt the practice of not actively marketing their professional identity as Organisational Psychologists because they see this image as "not saleable". Others adopt, use and acquiesce in assessments and practices with dubious research backing and validity but which may be well marketed and therefore 'saleable'.

Such responses to engaging with the real world spell 'trouble' for this College and its members. Of course we have to keep the door open with the clients rather than be left out in the cold. But maybe the challenge is to find ways of engaging with the client that enables the translation of sound research into applied action and interpretation without alienating the client. This means not intimidating them with 'science' or 'expertise'. If the word 'psy-

chologist' alienates organisational clients or raises prejudices that shunts Organisational Psychologists off into merely selection or employee assistance programs, then we must re-educate the client! So the phrase "Organisational Psychologist" needs to be imbued with positive meaning for the client through short but effective 'elevator speeches'. For instance perhaps –

> "We partner with usually successful people, groups and organisations to assist them to optimise their success and achieve higher potentials through the utilisation of sound evidence-based knowledge about 'what works'".

Within the profession we will have differences of opinion about the value of qualitative verses quantitative research. That is good and healthy. But it is suggested that, as a College, there is a need to become expert at developing strong clear metaphors and language that communicate to the client the power of what such research shows. This communication will inevitably involve questions of 'by what authority is this knowledge base presented and applied?'

Qualitative methods may help us understand the rich texture of any situation – but may be of limited value in making generalisations to whole populations of people. Quantitative methods may assist with the identification of operationalisable constructs, patterns of association and indeed causality (for instance leadership and outcomes), but which then require supplementation with the findings of qualitative research.

Sound empirical research develops findings that achieve wide recognition as being replicated

and supported in many diverse contexts internationally. What this means is that should such knowledge become a part of the standard professional repertoire of practice by the profession. In actual practice this in turn implies that it can be expected such knowledge will most likely resonate as a kind of background pattern for any group of persons. This kind of knowledge and awareness must be ranked superior to and of greater importance for confidence than the kinds of common beliefs often entertained with self-fulfilling but uncritical certainty. However, other interpretations and extensions of theory can and should be sought to add to the foundations, including the in-depth exploration of inner motivations, emotional and self-identity issues, self-efficacy, gender, group potency beliefs, life-cycle issues and so on. One suspects that it is in the crucible of actual practice of leadership development interventions that drives real innovation and leadership theory integration.

So we might ask "How then can the College of Organisational Psychologists itself exercise professional leadership within the 'leadership industry'?"

The Organisational Psychologist Profession and its exercise of leadership.

The following strategic action points are offered for consideration, in conclusion, as ways to move the College forward if it is to enhance its influence (leadership) in the organisations and communities of interest it seeks to serve:

o The regular practice of reviews of leadership development interventions using both macro and micro techniques of analysis;

o The utilisation of sound empirically-based research findings in actual practice;

o Reviewing, at the gold bar standard and through professional association processes, widely-used but poorly-researched assessment "tools" and largely untried theories or beliefs about leadership competencies;

o Developing further professional consciousness about salient sound leadership research findings and theories supported by well validated assessments;

o Proudly educating the client about the scientist-practitioner model;

o Scrutinising communication practices by Organisational Psychologists and Psychologists that intimidate or alientate the client;

o Developing the skill repertoires necessary to span both the facilitative and expert modalities of client engagement ... with the informed consent of the client;

o Assisting the generation of new insights and the integration of leadership theories in the crucible of practice.

This 'viewpoint' is offered in the hope that it might stimulate and provoke further discussion about our knowledge of effective leadership within and beyond the Profession of Organisational Psychologists ... and so assist it to refocus on the foundational grounds on which it stands and to which it is beneficiary.

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How Managers Encourage – But Can Deter – Employee Theft

by Dr Ben Searle

Macquarie University

A Review of Professor Jerry Greenburg's Address to Macquarie University Psychology Department by Doctor Ben Searle (Senior Lecturer, Masters of Organisational Psychology, Macquarie University)

On 14 December 2006, the Macquarie University Psychology Department had the honour of hosting a visit from Professor Jerald (Jerry) Greenberg, the Abramowitz Professor of Business Ethics for the Fisher College of Business at Ohio State University.

It was clear why Jerry is an outstanding organisational psychologist. Firstly, he is a leader in academic aspects of our field. He has published over 150 articles, several of which have received awards, including the William Owens Scholarly Contribution to Management Award from SIOP. In recognition of his cumulative research accomplishments, particularly in the field of organisational justice, he has received awards from SIOP (the Distinguished Research Achievement Award) and the Academy of Management (the Herbert Heneman Career Achievement Award). Among his book credits, of which there are more than 20, are the Handbook of Organizational Justice and the best-selling textbook, Behavior in Organizations.

However, Jerry is also a respected consultant and communicator in the business world. His research always carries clear messages about business implications. In casual conversation, he is very quick witted and entertaining, and keen to share anecdotes of successful and unsuccessful business practices. It is impossible to talk to him without learning a great deal!

Jerry was in Australia to deliver a keynote address to the Australia and New Zealand Academy of Management conference. We were fortunate to obtain sponsorship for his side trip to Sydney not only from our own Psychology Department but also from the NSW branch of the College of Organisational Psychologists – thank you.

As part of this arrangement, Jerry delivered an evening presentation titled How Managers Encourage – But Can Deter – Employee Theft to an audience consisting largely of COP members and Organisational Psychology students. Attendees learned some surprising facts on employee theft in the USA, such as:

- Employee theft is the fastest growing crime
- 75% of all employees steal at least once – half of these, at least twice
- The average amount of employee theft is $779 per person per year
- Around $50 billion US dollars are lost annually due to employee theft and fraud
- 20% of all businesses fail due to internal theft and fraud

Jerry's view, resulting from years of interviewing, observing and surveying employers and employees, is that compared to "abnormal" thefts (performed by such people as career criminals and drug addicts), "normal" thefts perpetrated by ordinary people (e.g. someone who takes stationary home from work) can be encouraged – or discouraged – by management actions promoting fair treatment of employees.

To demonstrate this, Jerry negotiated a research opportunity with an organisation that needed to cut wages by 15% for a fixed period across several manufacturing plants. They intended to just announce this in a brief fait accompli message to all employees. Jerry convinced them to give a second plant a more thorough and

From Greenberg (1990)
Journal of Applied Psychology

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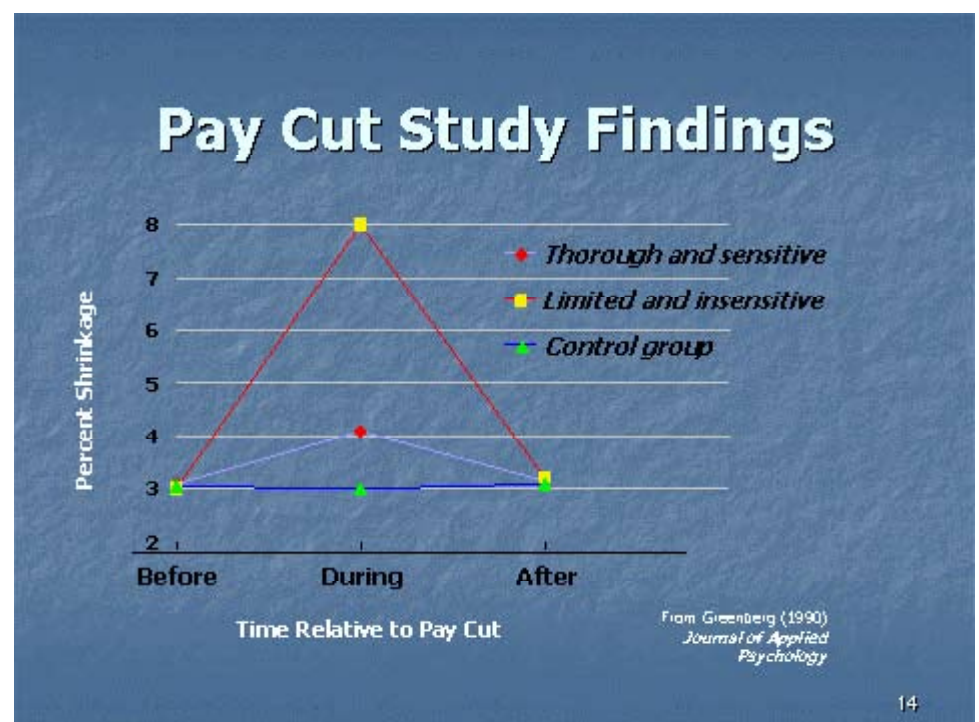
sensitive explanation about why the cut was necessary and how few options the company had. Jerry also persuaded them to make no change to pay in a third plant. He had the organisation measure "shrinkage" (employee theft) in all three sites before, during, and after this period.

What a difference the explanation made! At the plant where employees got the original (limited and insensitive) message about the pay cut, theft almost tripled during the pay-cut period. By comparison, theft increased only slightly at the plant where employees got a detailed explanation for the cut.

While he wasn't provided with the appropriate details, Jerry is sure that the financial impact of the extra theft following the insensitive message would have exceeded any savings from the pay cut. What's more, this all occurred in an organisation that manufactured non-retail goods, so the employees had little financial incentive to steal!

This, Jerry explained, was the power of interactional justice. Even in the face of unfair events, the way managers handle those events can have a big impact on how employees react. Moreover, this study didn't look at how employees felt about the sensitivity of the explanation, it looked at how they acted. Clearly, a sensitive approach to threatening and unfair situations is more than just wellbeing issue, it has major implications for an organisation's bottom line.

Many thanks to those who helped organise this event.

Professor Bruce Avolio and Authentic Leadership Development

By Tom Pietkiewicz, Communications Coordinator, Victorian COP

The College of Organisational psychologists had recently had the pleasure of a visit by Professor Bruce Avolio. The event was generously sponsored by Ray Elliott – a big thankyou to Ray. Professor Bruce Avolio is one of the world's most renowned leadership scholars, consultants and educators. He is the Clifton Chair in Leadership at the College of Business Administration at the University of Nebraska-Lincoln (UNL). Avolio is also the Director of the Gallup Leadership Institute and a fellow of the Society for Industrial and Organisational Psychology. He has worked with senior leaders in public and private organisations in North and South America, Africa, Europe, and Southeast Asia, as well as in Australia, New Zealand, and Israel. He has published six books and more than 100 articles on leadership.

While most who have been involved in some type of Leadership work in the past, would have come across Professor Avolio's name and research, it might be useful to quickly recap some of his contributions to this field.

Professor Avolio is perhaps best known for his work with Bernie Bass on transformational leadership, which resulted in the development of the Multirater Leadership Questionnaire (MLQ), a 360 degree leadership development tool. The idea that inspired the MLQ was first developed in James McGregor Burns' (1978) book on leadership which introduced the concept of transforming

vs transactional leaders. Bass and Avolio took this thinking further by systematically investigating it in organisations and developing a measurement and feedback systems around it. Further work resulted in the "full range" leadership model, which includes the Laissez-faire and Inspiring/Idealised leadership. This model has been extensively validated and forms the basis for the MLQ. The MLQ has been widely studied and used in all types of organisations and in many countries, having been translated into a number of languages.

In his presentation to the College, Bruce opted not to use a microphone, preferring to stroll back and forth in front of his audience, to tell us about his story and what leadership meant to him. With his strong southern USA accent, the presentation began to feel like an evangelical lecture. Bruce explained that Leadership is about stories, it is about those moments, and people, that play a significant part in who you become; the positive turning points. Professor Avolio stressed that "to understand a person, you need to understand their story."

In his own story Bruce remembered how he became interested in leadership. His mother was Jewish and only some of her family escaped from Europe before WWII. Her stories about the Nazis caused Bruce to be interested in "bad" leadership. He was especially interested in charismatic leaders; why were some "bad" and why were some "good"? This helped lead to his extensive work in defining what leadership is and how one can develop it.

Bruce continued to explain that apart from telling stories, leaders must also listen, and many don't. He states that Dr Gallup,

after whom the Gallup Institute is named, always believed that it's a fundamental requirement that people are heard; "Our opinions matter" even if decisions are not made on them. Bruce painted for us a picture of a "good" leader; someone that is successful yet humble, a person who creates ownership, not steals ownership, someone who is genuine and self aware.

Professor Avolio recounted a number of studies about the nature of leadership, specifically State vs Trait. To develop leaders you have to believe that leadership is learnable. In fact it is, based on research only 30% of leadership ability can be attributed to inherent traits such as intelligence, the other 70% can be developed. As such, any leadership role helps in development, any conversation matters, it is the moments today's leaders create for others that can make a difference for the next person.

After the initial discussion, Professor Avolio began increasingly focusing us on charts and graphs. He made clear that his ideas and concepts of leadership are grounded in psychology and science. This, he says, is not the case for the majority of leadership work that is taking place right now.

Bruce believes that out of the nearly 14.2 billion dollars a year is spent in the US on leadership development, most is a sheer waste of money.

He further suggested that if all leadership development activity halted for a year in the entire world, "probably not a whole lot would change". Professor Avolio concluded "we can do a lot better (in this field)!"

He explained that most recently,

the focus at the Gallup Leadership Institute has been on what constitutes genuine or authentic leadership development. To achieve this, over the past several years, researchers at the institute have reviewed a 100 years worth of research to quantitatively studying what constitutes valid leadership development. Specifically, they want to know what is the return on leadership development (ROD), in order to establish standards for what organisations should expect out of every dollar they spend developing their leaders. The Gallup Institute lists these key findings:

- The expected positive return on investment in leadership development can range from 5% to more than 200%.

- The range of ROD differs substantially for middle- to senior-level leaders.

- The quality and length of the intervention measurably influences ROD.

- The ROD for high potentials can be eight times higher than low potential candidates.

- A properly validated leadership intervention will pay for itself in ROD.

Professor Avolio stated that ROD analysis should be a standard procedure to any investment in leadership interventions. He challenges providers to show the validated evidence on the impact of their programs and services. We need to guarantee that the money spent on leadership is providing benefits to organisations and society.

Professor Avolio emphasised that his aim is to make the world a better place, and he plans to do this by continuing to help develop

"good" leaders. It is the leaders, whether of organisations, nations, religions or charities that can make a significant difference to the way we all live. He emphasised that "Psychologists need Economists on our side to change the world."

Professor Bruce Avolio.

PD event review

Leadership: NOT a textbook perspective

by Crissa Sumner and Bonnie Ho

The Queensland College of Organisational Psychologists first professional event for 2007 had an impressive turn out (More than 50 people attended). What urged members to attend the event? Not just new year resolutions and 2 PD points, but Anand Shankaran's interactive workshop on leadership...

About the presenter:

Anand Shankaran has been a corporate business and HR consultant for over 20 years. For the last 7 years, he served as Regional HR Director of Asia Pacific and Japan with Hewlett Packard Company. Anand is also a prolific speaker at several national and international forums on a variety of topics including leadership development, workforce transformation, eLearning and human resource consulting. He has to his credit several business transformation successes

in Asia with Apple, HP and other leading brands. In his most recent position, he has transformed HP's leadership development philosophy through modern HR practices and tools, creating a best in class IT industry leadership team in the region. He holds a Master's degree in International Business and a Doctorate in Business Administration

Key messages from the workshop:

During the workshop, Anand Shankaran discussed the increasing focus of corporations globally, on leadership development as a key contributor to business success, and how this has led to changed expectations of the HR function.

He also discussed why leadership is recognised as a competency for sustainable growth by successful corporations today. This was followed by the areas where the HR profession and function can make a significant impact to support leadership development.

The presentation also delved into the reasons for competition for leadership talent and the implications it is having on HR. The need for HR leadership as a driver of business metrics through collaboration and partnership with line management was also discussed. Finally, the new practices HR and line management need to focus on, to support business metrics in a highly dynamic competitive market, were discussed.

Testimonials:

"There was one point that stuck out for me. It was when Anand mentioned HP's philosophy of not being a maker of IT products, but a creator of experiences for its employees. This stimulated my thinking about our clients and led to some powerful questions..."

George Quezada PhD

"Anand's passion for what he does is infectious. His work and insights provided real evidence of the power that effective leadership combined with an empowered HR support team can be in enabling organisations to achieve their goals. My take home message was that those involved in the HR function (us) need to stand up and lead".

Ann Bonney, COPS Committee A/Chair

Upcoming events for 2007:

Qld COPS PD events are held every two months at the Department of Public Works, 80 George Street, Brisbane. Please email cops@excite.com to join our email list for notification of events.

Professional Development Events

Additional Details such as event location can be found at: http://www.groups.psychology.org.au/cop/events/

28th June SA Metro Adelaide Convention Centre North Terrace, Adelaide Contact: Anna Bolkas Telephone 03 86623300 Email a.bolkas@psychology.org.au Website www.iopconference.com.au	7th Industrial & Organisational Psychology Conference (IOP)/ 1st Asia Pacific Congress on Workplace and Organisational Psychology (APCWOP)
26th March Queensland COP Department of Public Works 80 George St, Room 4, Brisbane Contact Name Melissa McCarthy Telephone 0439 499 019 Email copsqld@excite.com	Another Perspective on the Talent Challenge: Exploring the Motivational Forces for Leaving the Public Sector
26th March SA COP Adelaide University Staff Club Hughes Plaza, Adelaide University Start/End Date 26 Mar 2007 to 26 Mar 2007 Time 6.00 pm to 8.00 pm Cost Complimentary Contact Name Shelley Rogers Telephone 08 83517762 Email shelley@iod.com.au	Mentoring Night

T.O.P. the official Quarterly Newsletter for the College of Organisational Psychologists has been illustrated and designed by: http://www.halyucinations.com.au