

Chairperson's Address

Gina McCredie, June 2007

Since the last edition of TOP, progress has been made on many fronts. Three of the most significant areas are:

IOP Conference – We are now in the final stages of gearing up for the Preparations continue for our 7th Industrial & Organisational Psychology Conference and 1st Asia Pacific Congress on Work and Organisational Psychology. I hope you will be in attendance. I want to particularly thank the conference organising team, led by Prof Maureen Dollard, Kathryn McEwen and Prof Tony Winefield, for their outstanding efforts to make this conference the best ever. Conference highlights promise to be the keynotes, the practice forums, the announcement of the Elton Mayo Award winners, the Barossa Big Day Out, the launch of our new journal (The Australian and New Zealand Journal of Organisational Psychology), and the workshopping of our membership survey results.

Elton Mayo Awards – Winners of Elton Mayo Awards for Outstanding Contributions in IO Research and Teaching, Practice and Early Career will be announced at the Conference.

Membership survey – You may recall that earlier this year we launched COP's survey of organisational psychologists as the first step in a program to help us improve member services and support for the I/O psychology profession. The results are now in – and there's lots of interesting food for thought for COP in the opinions and preferences expressed through the survey. We had 531 completed surveys, 238 of those from COP members, which was a pleasing result. The committee is currently working through the data and formulating ideas for action. At the Conference in Adelaide we will be holding a forum for all delegates to come along to discuss the results and agree areas of priority. We then intend to run a strategic planning session after the Conference. I won't describe the findings in detail here – in the next edition of TOP we will run through the main findings and our plans accordingly. Suffice to say that goal clarity, better professional development and stronger advocacy emerged as some of the top issues.

Journal – Our new journal, "The Australian and New Zealand Journal of Organisational Psychology" will be officially launched at the IOP Conference. The first edition is currently in production, and will be issued to members electronically.

National registration lobbying – Please see the article in this edition of TOP by Arthur Crook, Principal Policy Analyst at the APS. There is much we need to do to ensure that the unique nature of organisational psychology is recognised in the move to a National Psychologists Registration Board next year. Arthur can be contacted on A.Crook@Psychology.org.au or at home via aecrook@bigpond.com.

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Managing Editor's Overview

This edition celebrates the vibrant and dynamic College of Organisational Psychologists ramping up to a successful IOP/APCWOP Conference. Congratulations to Maureen Dollard, Kathryn McEwen and Prof Tony Winefield for providing such a wonderful array of local and international speakers!

We also cover College news items, with a particular focus on the National Registration for Health Professionals written by Arthur Crook. This is a must read piece for every college member. It has clear implications for organizational psychologists concerning eventual registration at National level, and at a State level. It is in the interests of every College member to contact Arthur Crook and see what assistance they can offer him in his pursuit of recognition of Organisational Psychology at a national level. This particular legislative battle may ultimately determine your right to call yourself "a Psychologist". Arthur can be contacted on A.Crook@Psychology.org.au or at home via aecrook@bigpond.com.

Tim Bednall provides us with an update on the COP Website User Experience Report. Again this is an important article because the Website is a key communication channel for COP members.

We also benefit from two articles on organizational training and its relevance to human capital professionals by Tom Pietkiewicz (Victorian COP). This article explores the

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. Preferred format for photos are TIFF or high quality JPG.**
- **Please submit all TOP content to Martha Knox-Haly at martha@mkarisk.com.au**
- **Our next issues will have these themes:**

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

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

increasing importance of training for building organizational capacity with an aging workforce, skill shortage and tight labour market conditions. Alison Brady (NSW COP) provides us with an interesting paper on the application of Positive Psychology to leadership and professional development.

Our next edition will focus on Organisational Change, and submission date is August 31st 2007.

Martha Knox Haly



WHO IS THE ASS IN THE REVISED REGULATORY LEGISLATION FOR PSYCHOLOGISTS?

by Arthur Crook, FAPS
APS Principal Policy Analyst.

I am highly qualified in industrial/organisational Psychology, but right now I cannot call myself a “psychologist”. Why and how has this asinine state of affairs developed?

No one can doubt my qualifications. I am a longstanding member (indeed a Fellow) of the Society (a Foundation member) and of COP. (I first joined the Council of the APS in the early 1970s as Councillor representing the Division of Occupational Psychologists, the forerunner of COP.) Following years of professional practice, mainly in military psychology, I entered academia, developing and teaching courses in occupational and broader “applied” psychology, finishing up (after two amalgamations) as Associate Professor and Deputy Head of the enlarged Department of Psychology at Monash University. After 5 years of trying to help manage the draconian consequences of ever-reducing Federal funding of higher education, I took early retirement in 1996 (those were the days when staff of mature age were being encouraged to retire to get out of the way of younger people) and went back into private practice as an I/O psychologist.

Because of this background, coupled with my long involvement in the APS, including as Treasurer, Councillor, Director of Professional Affairs, and Acting Executive Director, I was asked by Lyn Littlefield when she took up her Executive Director role some six years ago, to continue working in the National Office, in a new (part-time) role she created of Principal Policy Analyst. I happily agreed.

I do many things. But my role may be summarised as drafting APS policies and providing advice to members about public policy and IR developments, encompassing accident compensation and OHS systems, civil liability laws, regulatory legislation, expert evidence rules, employment trends and law, and anything else where my I/O Psychology background may be relevant.

That I am currently unregistered is (superficially at least) a self-inflicted injury. The Health Professions Act 2005 in Victoria (only now being implemented, and indeed being amended by the Health Professions Registration Amendment Bill 2007) requires me to profess to be a “health professional” providing “health services” in order to be registered. I am not and do not.

I could not bring myself to apply for renewal of my registration, principally on ethical grounds, even though the Registration Board would not have questioned my application for renewal. It has even been suggested that people like me should be registered as “non-practising health professionals”. This is about the silliest suggestion I’ve heard in this whole sorry saga! But in addition I had some legal concerns, noting that post-registration audits could find those registrants who are not “health professionals” providing “health services” to be in breach of the Act, with severe penalties (such as deregistration and fines). I doubt that the Psychologists Registration Board would go to this extent, but I believe it is technically feasible under the Act.

So now I cannot say that I am a “psychologist”, although I can still legally say that I “am qualified in and to practise Psychology”. In this matter it is not the law or the Psychologists Registration Board that is the ass, but the drafters of the Act, and the Parliament which passed it despite the profession’s strong protests.

This absurd piece of legislation came about partly because the local Department of Human Services (which drafted the Act) could or would not understand or accept that Psychology was much more than a “health profession”. Like the fish in water, they seem not to comprehend a world beyond the “health” seas. In effect the Act (I believe) restricts the use of the title “psychologist” to “health professionals” who provide “health services”. When the “grandparenting” provisions in the Act eventually lapse, I think we could see this curtailment on use of the title come into full effect.

This problem of treating Psychology as only a health profession is widespread and contentious, in Australia, Britain and the USA. In Australia the National Competition Council and the Productivity Commission have taken that view of Psychology, the NCC especially in its classifying Psychology as a “health profession” when it was pressing the States and Territories to review their regulatory legislation for the health professions.

This pressure (which included threats of heavy financial penalties) sparked the latest round of changes to psychologists’ registration acts in Victoria, South Australia, Western Australia and the ACT, most using a “health template” approach for alleged economy of legislative and administrative effort. But let that be a subject for another article, as might be the BPS’s long fight against being declared a “health profession”, culminating in its proposing the formation of a separate (non-“health”) regulatory body for psychologists and others using psychological knowledge and skills (such as “counsellors” and “psychotherapists”).

I am involved (with Lyn Littlefield and David Stokes, Manager Professional Practice) in representing the APS in the consultations being held by the CoAG Health

Working Group. This Group is to recommend to CoAG national frameworks for the registration and broader regulation (including course accreditation and workforce planning) of the “health professions” currently registered in all States and Territories (as commended to CoAG last year by the Productivity Commission).

The same misperception of Psychology, as wholly or mainly a “health profession”, was encountered there at the outset. We have spent considerable effort making the case that Psychology is much more than “health”, and that the protection of the public demands recognition of that fact. We think that our message has been received by the CoAG Health Working Group.

At this stage the CoAG Health Working Group has opted to recommend to CoAG that there be separate national registration bodies for each profession rather than one overarching registration authority. The functions of registration and course accreditation are to be rolled together, not separated as the Productivity Commission proposed. The chairs of those bodies are expected to meet occasionally in a forum to discuss common interests and concerns, but in a non-binding way. We are happy with this recommendation.

The issue of a structure for health workforce planning has not yet been closely considered. We have emphasised that for Psychology a separation of “health” from “non-health” academic courses and professional training is not acceptable, including in regard to funding, course design and syllabuses. The broad and intertwined nature of Psychology with its many sub-specialties must be respected.

We have asserted that the essential features of a national system ought to be:

(a) comprehensive registration and regulation (of all psychologists and all psychological services, not those just involved in “health care”);

(b) legally unambiguous and uncontestable legislation about coverage, definitions, and requirements for registration;

(c) that professional standards and Continuing Professional Development be tailored to specialties within Psychology, including but beyond “health”;

(d) that there is representation of all types of psychologists in professional decision-making within the regulatory system, including course accreditation and disciplinary matters;

(e) that where “community” or “consumer” representatives are involved, they are drawn from “non-health” as well as “health” areas;

(f) that course approvals and funding reflect the workforce needs of the whole profession, not just the “health” areas.

There is still a long way to go. State/Territory Departments of Health (or Human Services) and their professional registration boards will have considerable influence over the shape of the national system. In my view there is still a real danger that the “non-health” areas of Psychology will wither on the vine as a consequence of the “health” myopia described above.

A separate defect in some regulatory legislation (notably South Australia and Victoria) is mandatory reporting by health professionals of other health professionals who come to them for treatment of health problems that may adversely affect their professional conduct or performance. We have objected strongly to these provisions, which will breach practitioners’ privacy and confidentiality rights and

succeed only in driving problems underground. In some USA jurisdictions, mandatory reporting requirements exempt treating practitioners from reporting other practitioners who are seeking help with their problems, a much more sensible approach based on concepts of “therapeutic jurisprudence”.

Do we members of COP need to act? Yes. How? In Victoria, contact your MP and explain why we oppose the regulatory legislation. Ask that it be amended to remove the coverage and mandatory reporting defects. In South Australia, where some (but not the key) amendments were made to the Psychological Practice Bill in the Legislative Council, the Bill now goes back to the House of Assembly. Our South Australian members could contact their local MPs and protest about the Bill’s defects (if there is time) or (if there is not) at least express dissatisfaction with the new legislation.

Also, talk with anyone you know who is in a position of potential influence, at State/Territory level and/or with CoAG and the Commonwealth Department of Health and Ageing. If you know a Vice-Chancellor, a Pro-Vice Chancellor or a Dean, outline the profession’s needs especially in the “non-health” areas, the legislative and other problems, the funding and course content threats, and the need to protect the non-health areas of specialisation in Psychology. If you want some help in doing so, please contact me at the APS National Office or at home via aecrook@bigpond.com

A caveat: Some readers will have noted some role-mixing in my comments above, between my own personal opinions and analyses as a member of the Society, and my account of what the APS has done and is doing, based on my National Office role. This article should be considered a personal account, not a statement on behalf of the Society.

Organisational Psychologists and Training in Organisations

**By Tom Pietkiewicz,
(Communications Officer),
Victorian College of
Organisational Psychologists**

Organisational Psychologists have a unique role, as they are essentially scientists operating in the area of Human Resources. This is an area that has often been called 'soft' due to a long held belief that people cannot be managed or treated with the same rigour as some of the other 'resources' organisations work with.

This thinking is certainly changing. A number of factors have elevated people management to one of the most important organisational functions. Senior leaders are recognising that some of the major issues their organisations are now facing are impacting on their Human Resource, or as it is now often called 'People Capital'. An ageing workforce, skill shortage and low unemployment are just some examples of factors organisations will need to address to ensure their ability to deliver their vision and purpose.

As such, the entire people management area is rapidly evolving (or rather, catching-up), with the role of Human Capital professionals continuing to become more strategic and more scientific.

Senior managers are now managing their people with the same rigour that was once reserved for their IT, Legal and Finance functions. People interventions must now deliver measurable results and returns on investment and ensure that organisations achieve more through their Human Capital.

This puts Organisational Psychologists in a unique position. As people have often been managed intuitively, Organisational Psychologists, fluent in the scientific

method and armed with statistics and research skills can add value and add rigour to important areas such as training.

It is a widely held belief that training does not always deliver on its promises. For example, as outlined in my previous article, Bruce Avolio, a Psychologist and one of the leading leadership experts in the world, has described most leadership development as a 'waste of time'. It seems to work, yet little has been done to systematically evaluate its effectiveness and Return on Investment. We need to do better. As Organisational Psychologists we need to use our unique skills to make sure that people interventions, such as training, deliver what they claim. If they don't, we need to provide evidence and research based strategies that deliver results.

One group that has been working hard to achieve this is "Top of Mind", headed by Dr Simon Moss. Top of Mind, an affiliate of the College of Organisational Psychologists, is an association that was formed to uncover and collate all unintuitive, surprising findings in the fields of psychology, management, and related disciplines; and then to apply these discoveries and insights to facilitate justice and progress in organisations and society.

In effect, Top of Mind is a think tank that uses scientific principles to strengthen the way organisations work with people.

Simon and his colleagues at Top of Mind study the way the mind works and apply this knowledge to develop better ways of doing things. An Organisational Psychologist can look at the way training courses are designed and structured and can apply scientific facts to improve their effectiveness.

Listed below are a number of key findings related to training that many of you will find surprising, yet their principles can be applied to more effectively deliver training. While these are just a summarised sample, Dr Simon Moss can be contacted at Monash University in Caulfield if anyone is interested in the references and further reading.

UNPLEASANT AND FLAWED EXAMPLES

Facts

To enhance the capacity of individuals to adapt to different situations, instructors of training programs should present case studies that demonstrate flawed, rather than excellent performance. For example, fire fighters must learn how to react to different scenarios. Case studies and anecdotes that highlight errors, rather than emphasise triumphs, are more likely to achieve this goal. In particular, errors and flaws tend to activate emotions, such as mild anxiety, which have been demonstrated to promote effort and concentration. Furthermore, errors tend to be more memorable than triumphs. Finally, when individuals hear anecdotes about errors and flaws, they spontaneously consider how the situation could have proceeded differently—called counterfactual thinking. This provides further insights into the causes and consequences of various behaviours and outcomes, and these insights enhance adaptability.

Acts

Instructors often prefer to focus on anecdotes and case studies that highlight how individuals are supposed to behave. However, case studies that demonstrate errors are usually more effective.

Facts

Individuals are more likely to remember the order in which unpleasant, rather than pleasant, images or images were presented. To illustrate, suppose a series of slides are presented. Hours later, individuals are more likely to recall the order in which these slides appeared if these images were disturbing, upsetting, or unpleasant. When images or accounts are unpleasant, individuals become more aware of other features in the room, such as noises or comments. The memory of these features provides some insight into the order in which these images or accounts were presented. They might, for instance, remember the slide about safety coincided with the church bell at noon.

Acts

In some training programs, participants become confused. To overcome this problem and untangle the information, participants should ideally recall the order in which the various arguments were presented. For example, they might be able to recall that one set of recommendations were presented in the morning session on “Practices to follow in the factory” and another set of recommendations were presented in the afternoon session on “Practices to follow in the storeroom”. In these instances, the examples and slides should relate to unpleasant, negative events, such as visiting a dentist.

PRESENTATION MODE

Facts

If someone needs to present information that shows how the effect of some initiative, such as a training program, depends on another factor, such as the gender of participants, the audience is more likely to understand this ma-

terial is presented verbally rather than graphically. To illustrate, a speaker might want to highlight that anxiety tends to impair job performance in employees who are not intelligent. In contrast, anxiety tends to enhance job performance in employees who are very intelligent. This information could be presented as a graph—with two lines, one corresponding to unintelligent employees and one corresponding to intelligent employees. Alternatively, rather than rely on a graph, the speaker might simply describe this finding. Individuals cannot readily understand graphs that depict how the benefits of one facet, such as anxiety, depend on another facet, such as intelligence; individuals struggle to integrate distinct facts into a single conclusion.

Acts

When speakers have to demonstrate how one facet, such as anxiety, depends on another facet, such as intelligence, they should present this information in words. They can, however, present a graph after these findings are described.

ASSESSMENT

Facts

When training instructors provide easy, rather than difficult, multiple choice tests before the final examination, participants are more likely to perform well. That is, instructors often provide preliminary multiple-choice tests several day, weeks, or even months before the final examination. If these tests are very difficult, individuals must consider all the options carefully. These false options can interfere with their memory for material in the future. Difficult tests, therefore, are likely to tarnish exam performance if success is appreciably

determined by memory rather than understanding. If the tests are easy, however, the participants can readily disregard the false options. These false options are less inclined to interfere with memory, therefore.

Acts

During training sessions, instructors should provide simple multiple-choice tests—that is, tests in which the incorrect options can readily be disregarded. These tests encourage participants to review the material, which enhances learning, without interfering with their memory.

OPENNESS TO CHANGE

Facts

When individuals engage in new tasks without careful contemplation, and thus do not consider each alternative course of action methodically, their mood, pride, self-esteem, and receptivity to learning improves. That is, some individuals consider each option or issue carefully and systematically. They also tend to compare themselves to other individuals or ideals methodically. These individuals tend to become more aware of the goals they have not fulfilled, and this awareness compromises their mood, pride, and self esteem. As their mood declines, they become less engaged in the tasks they undertake, which impairs learning and enjoyment. Fortunately, this tendency can change if they imagine instances in which they engaged in a task without careful contemplation. After individuals form these images, their tendency to evaluate other individuals, plans, as well as themselves carefully declines.

Acts

To encourage individuals to

learn new tasks or engage in some risky, uncertain act—such as approach a difficult client—they should be encouraged first to imagine an instance in which they engaged in a new venture spontaneously, without careful contemplation. They should also imagine two successes they have achieved, which boosts self-esteem and increases their inclination to avoid careful, unnecessary deliberation and worry.

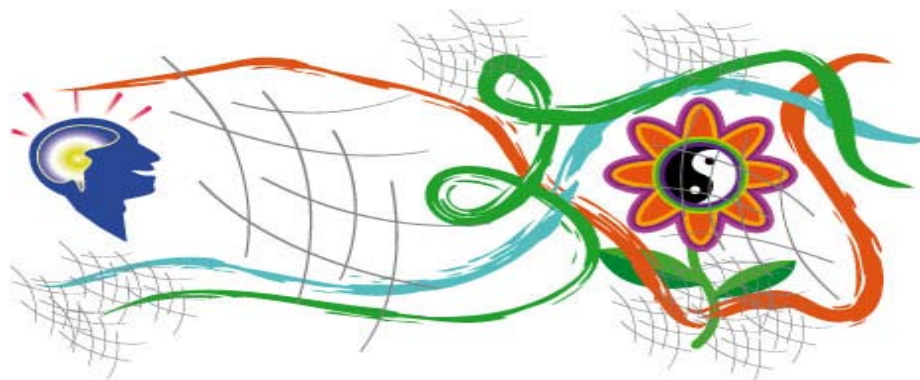
IMPLEMENTATION OF PLANS

Facts

In training programs, participants who are asked to specify three to five strategies they will apply to enhance their progress in a course are more likely to perform better than are participants who are encouraged to specify 3 to 5 targets they would like to reach by the end of this course. These participants also outperform others who are merely encouraged to “try their best”. When individuals consider strategies they will apply, rather than outcomes they will achieve, they become more absorbed and engrossed in the tasks. In contrast, when individuals consider the outcomes they will achieve, they do not become as engaged; their focus on the outcomes highlights shortfalls, which provokes agitation and compromises engagement.

Acts

During training programs, participants should be asked to specify three to five strategies they will apply to enhance their progress in this course. Possible strategies might include communicate some of the ideas to friends, record in a diary, and so forth.



The Application of Positive Psychology to Leadership and Professional Development.

by Alison Brady,
NSW Professional

Development Coordinator
Coauthors: Belinda Rich and
Sylvia Vorhauser. Talent Edge
Pty Ltd.

Imagine all conversations were positive. No criticism, no negativity, no weaknesses. What if we only focused on what was right with us, not what was wrong with us? Could we reach our full potential?

This positive perspective reflects principles of Positive Psychology, pioneered by Dr Martin Seligman (former APA President) and formalised as a field of study in 1998. This emerging field explores positive emotions, engagement and meaning for individuals, organisations and communities. Since inception, the pace of research in Positive Psychology has gained momentum, and there is increasing evidence showing a link between a positive approach, wellbeing and success.

Applications of Positive Psychology in the workplace are also beginning to emerge, with findings offering to change and improve the way we work through:

- focusing on strengths, rather than weaknesses
- building optimism and resilience

- creating meaning and purpose at work

This article explores applications of a strength-based approach in self development and leadership.

Positive Self Development

Multiple studies show that we remember negative information and experiences most readily, and we appear to be better at recalling our weaknesses than our strengths. This is further reinforced by the traditional corrective feedback that we tend to receive at work. Positive performance is taken for granted, while ironically, praise is most likely to produce change and enhance performance. The Harvard Business Review describes this as the ‘paradox of human psychology.’

Since the 1950s, scientific studies have shown that we have more to gain by developing our strengths and natural talents rather than focusing energy on our weaknesses. During school and university most of us were quite good at putting this finding into practice. We selected subjects that we were best at and chose a career path to match our strengths. We invested some time and effort in subjects that we didn’t enjoy to gain an appropriate pass mark, but we

tended to manage our weaknesses rather than sink under them. When we entered the workforce this focus shifted for most of us, and training and development began to target areas of underperformance.

Positive Psychology was instigated with the intention of shifting the focus of Psychology from 'mental illness to mental health'; from remedial treatments to optimisation of wellbeing and health. In the workplace a traditional remedial approach underpins training and development practices. We conduct training needs analyses to identify 'performance gaps' and we invest our training and development budget to close these gaps. In other words, we are focused on identifying and developing weaknesses.

While you may have to manage your weaknesses in order to perform competently in your role, you can achieve the best results by putting more effort into your natural skills and talents.

Achieve Your Personal Best

To tap into your full potential, the first step is to identify your strengths. To do this, try gathering feedback from family, friends, and work colleagues. Once overcoming the natural reluctance to request positive feedback, it can be a rewarding and eye-opening experience. If the idea of requesting this sort of feedback is too uncomfortable or you don't think it's appropriate in your work environment, consider working with a Psychologist or Coach. Using questionnaires such as the Myers Briggs Type Indicator, professional's help individuals tap into their personal preferences and understand their natural talents.

Once you have pinpointed your strengths you are half-way there. The next challenge is working out how to use them and develop them at work. Think about how you are already using your strengths in your role: do you have the opportunity to spend more time on this sort of work? For example, if you are particularly good at working with others and building teams, consider forming a team to share experiences and brainstorm better ways of working with your customers. If your strength lies in analysing information and developing solutions for customers, think about how you could use this to grow your business and achieve stronger financial results. You might be able to share your knowledge better with customers, or identify unique opportunities and solutions that others miss.

The final challenge lies in other areas of your job that don't play to your strengths. These are the aspects of your job to modify or minimise. Can you apply your strengths to these activities, or can you work with a colleague to share responsibilities and play to each others strengths? Each individual's solution to this challenge will be unique.

Finally, seek out challenges that will enable you to stretch your natural talents further. According to Seligman, when our highest strengths are matched by challenge we lose ourselves in our work and give ourselves the opportunity to perform to our potential.

Positive Leadership

The ageless essence of leadership is to create an alignment of strengths in a way that makes

an organisation's and individual's weaknesses irrelevant.

The principles of positive psychology can also be applied to leadership. Once Managers have mastered the ability to identify and confront poor performance, they can use positive leadership to assist employees to reach their full potential. While intuitively appealing, positive leadership techniques are relatively sophisticated and build on core management skills. If managers do not master the ability to confront poor performance (and research shows that 50% of managers do not), positive leadership risks being misapplied.

Bring out the Best in Others

Gallup Organisation reports that the probability of success for managers with a strength-based approach is 86% greater than for managers who apply a traditional development focus. Applying a strength based approach reinforces positive performance, and gives team members the opportunity to use their natural talents and strengths to achieve success.

Strength based leadership involves:

- recognising strengths
 - o conscious identification of employee capabilities and strengths, and
 - o use of genuine, selective and specific praise.
- reinforcing strengths
 - o primary investment in training and development interventions to stretch employees in their areas of strength, and
 - o comparatively less invest-

ment in interventions to manage weaknesses.

- maximising strengths
 - o match strengths with responsibilities and tasks,
 - o empower employees to achieve outcomes, rather than focus on specific tasks,
 - o be open to different ideas and approaches, and
 - o encourage a 'no blame' policy.

Test yourself, your peers, your clients: Are you observing strength based leadership? Are employees being given the opportunity to reach their full potential?



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Talent Edge's approach to Achieve Your Personal Best is based on the 'Reflected Best Self' approach, developed by the Centre for Positive Organisational Scholarship, Michigan Ross School of Business.

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Professional Development Events

1) NSW COP Careers Fair 2007

Start/End Date: 29 Aug 2007

Time Register: from 6:00pm for a 6:30pm start.

Venue: The Angel Place Conference Centre, 123 Pitt Street, Sydney NSW 2000

Contact Name: Tim Bednall Telephone 02 93853526

Email: tbednall@psy.unsw.edu.au

2) South Australian COP Organisational climate in the Antarctic Format Seminar/Presentation

Presenters Dr Aspa Sarris School of Psychology University of Adelaide

Start/End Date: 28 Aug 2007

Time: 5.30 - 7.00 pm

Venue: Royal Hotel, 180 Henley Beach Rd, Torrensville

Contact Name: Shelley Rogers

Email: shelley@iod.com.au

Cost: COP & AHRI member \$15
APS members \$20 Students \$10
Non-members \$25

3) South Australian Coaching to enhance attraction and retention Seminar/Presentation

Start/End Date: 21 Nov 2007

Time: 5.30 - 7.00 pm

Venue: Royal Hotel, 180 Henley Beach Rd, Torrensville

Contact Name: Shelley Rogers

Email: shelley@iod.com.au

Cost: COP, IGCP & AHRI member \$15 APS members \$20 Students \$10 Non-members \$25

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