

THE PSYCHOLOGICAL SOCIETY OF IRELAND
Division of Work & Organisational Psychology
Voices on the Edge - Newsletter June 2005 (Issue 7)

Voices on the Edge – June 2005

Our seminar series since Christmas has identified themes and speakers which members have highlighted as reflecting critical issues in work and organisational psychology.

- We thank Michael McDonnell, Director CIPD Ireland, for presenting a paper at our Christmas meeting which mapped in a succinct way, The Role of Organisational Psychology in Shaping the Workplace of the Future” (see key elements Ps. 1-3 this issue). The common ground of the fields of DWOP and CIPD were debated with great enthusiasm.

- Our February meeting focussed on the “Role of HR in a Changing Business”

Sarah Downing, Organisational Psychologist and Director of H.R, Goodbody Stockbrokers, shared with us the critical stages and processes in introducing and monitoring a major change programme in Goodbody Stockbrokers. The model of change developed, detailed in an open and transparent manner each phase of a complex process. The depth discussions which followed demonstrated the complexity of system change and the factors underpinning successful change. We thank Sarah for highlighting the Psychological dimensions of Organisational change.

- Coaching has been identified as an area in which a background in work and organisational psychology and its significance for coaching assessment has been traced by Carmel O’Neill (see DWOP Newsletter June 2004). At our April meeting Conor Morris, Director of Evolve presented a seminar on ‘Executive Coaching’ which generated a lively exchange on the practical and critical dilemmas encountered in introducing an ‘Executive Coaching’ programme in different organisational settings. We thank Conor for generating such a dynamic exchange of views and Brian Dalton and Hibernian Insurance who generously hosted a magnificent reception at their Haddington Road offices. The large attendance of DWOP members were very appreciative.

- We thank all our speakers for the excellence of their contribution to our DWOP seminars. The high quality of conceptual and professional

inputs and insights is a measure of the significance attached to these seminars.

- Developments in CPD and the proposal to grant ‘Organisational Psychology Status to DWOP members will be explored in detail in the September issue of ‘Voices on the Edge’.

Editor: Eunice McCarthy

DWOP AGM 14th June 6.30 p.m. Trinity Capital Hotel, Pearse Street, Dublin.

Invited speaker Mary Keating, Senior Lecturer, School of Business Studies, Trinity College Dublin: Theme: “Leadership and Culture – A Cross-Cultural Perspective of Leadership Challenge.”

Mary Keating has been involved in Globe International research on Leadership – Cross Cultural Difference’ for many years. Recently she has co-edited a book “Managing Cross-Cultural Business Relations : The Irish – German Experience. Edited by Mary A. Keating and Gillian S. Martin. We welcome Mary to DWOP AGM and look forward to a lively debate on Organisational leadership.

The Role of Organisational Psychology in Shaping the Workplace of the Future
Michael McDonnell, Director CIPD in Ireland

DWOP hosted the Christmas Seminar in Buswells Hotel on 8th Decembner 2004. Michael McDonnell, Director CIPD Ireland presented a stimulating and comprehensive paper on ‘the Role of Organisational Psychology in Shaping the Workplace of the Future’. CIPD is the professional body for those involved in the mangement and development of people. It embraces close to 120,000 members across the UK and Ireland, over 5,000 of whom are in Ireland. CIPD membership in Ireland has more than doubled in the last ten years.

Looking into the future Michael mapped the following ‘core’ issues of concern to Organisational Psychology.

- The Challenges of Continuous Change
- The “new” Psychological Contrast and why it’s not working.

- Discretionary Behaviour – the critical issue in high performance
- Can management programmes contribute to the identification of future leaders?

The identified confusion in the business world in the next decade is increasing and the current pace of change will only accelerate.

Evolution of Competitive Battleground

Cost → Time/Speed → Quality → Service

Uncertainty will arise as ‘we don’t know when things will get back to normal’, and further ambiguity will increase in that “we no longer know what ‘normal’ means”.

Successful, well managed companies can be seen as follows:

Successful, Well Managed Companies are:

Demanding	YET	Giving
Structured	YET	Fluid
Disciplined	YET	Creative
Confident	YET	Self-Critical
Supportive	YET	Stretching
Accounting	YET	Blame Free
Entrusting	YET	Managed

The old hierarchical traditional model will need to give way to the Cluster organisation

A Cluster Organisation needs Technology/ Change/ Business Unit/ Project/CEO Team

The new Psychological Contract and why it is not working – A new Deal is needed.

The New Deal

“The deepest human need is the need to be appreciated” (William James)

Discretionary Behaviour – the Critical Issue in High Performance

Understanding the people & performance link – Unlocking the Black Box, (Professor John Purcell, CIPD Research)

Highlights what is needed to ensure Line Management and Employees Commit to the kind of Discretionary Behaviours needed for High Performance Work

Must have:

A – Ability

M – Motivation

O – Opportunity

Public Service 3E’s

Energies, Enable and Empower

The People and Performance Model

The People and Performance Model

Performance is a function of Ability + Motivation + Opportunity (AMO Model) (Boxall & Purcell 2003) =

The People Performance Model

Can Management Development Programmes Contribute to the Identification of Future Leaders

“Leadership is lifting a person’s vision and helping that individual achieve goals he/s thought impossible” Peter Drucker

Linking Leadership & Management

5 Points to Consider

- What is the difference between management and leadership?
- You can learn ‘Management’
- Leaders need inherent personal characteristics
- Leadership and management development should be taught in tandem
- A model to link management and leadership development

Questions Raised

- How can we define leadership in the context of modern organisational ethos and needs?
- Are traditional management development approaches relevant in identifying and developing organisational leaders?
- If so, how can management development programmes contribute to the identification and development of future leaders?

The Evolution of Leadership

FROM

TO

Warrior King

Good Governance

Good Citizenship

Concern for Society

Qualities of a Good Leader

- Enthusiasm
- Integrity
- Toughness
- Fairness
- Warmth
- Humility
- Confidence

While management and leadership skills may be taught on the same management and development programme, it is essential to identify in advance those with the greatest potential for leadership.

Leadership Competency Profile

- Who are the most respected and successful leaders in the organisation?
- What are the core competencies which they display?
- What are the psychological profiles of these leaders?
- Are there common qualities which distinguish them from their peers?

- How best can these psychological qualities be measured in the successful leaders and in potential future leaders?

The Process

- Leadership development modules
- Psychological profiling
- One-to-one feedback
- Individual self-development programmes
- Intensive coaching and mentoring
- Functional/Job rotation

This Seminar generated considerable discussion and dynamic exchange among the large attendance of DWOP members. We thank Michael for sharing his framework and insights with our members, on issues of major concern to both DWOP and CIPD members.

Competencies in Professional Psychology – Some Core Issues
Eunice McCarthy

There has been a burgeoning interest in competency – based education and credentialing in professional psychology. Competence is now granted a separate section in the 2002 revision of the American Psychological Association (APA) “Ethical Principles of Psychologists and Code of Conduct” The multinational Competencies Conference: Future Directions in Education and Credentialing in Professional Psychology (2002) brought together representatives from diverse constituency groups to focus on the identification, training, and assessment of competencies within professional psychology. As highlighted by Kaslow (2004), workshops were formed around the following competency domains:

- ethical and legal issues
- individual and cultural diversity
- scientific foundations and research
- psychological assessment
- intervention
- consultation and interprofessional collaboration
- supervision
- professional development
- workshops (2) on assessment of competence and specialities

Drawing on the work of Kaslow (2004), I will briefly map current issues around questions of definitions, identification, foundational competencies, assessment of competencies, special competencies training and core competencies.

Definitions ‘competencies’ are described by Kaslow (2004) as elements of competence. What

do competencies mean for professional psychology? Competencies are composed of knowledge, skills and attitudes which, as a coherent group, are necessary for professional practice. Competence connotes the capability of critical thinking and analysis; the successful exercise of professional judgement for assessing a situation and making decisions about what to do or not to do based on that assessment; and ability to evaluate and modify one’s decisions as appropriate through reflective practice. These actions must be executed in accord with ethical principals, standards, guidelines and values of the profession and require public verification identification: It is suggested that there be a culture shift away from a focus on core curriculum towards an emphasis on the identification of overarching competencies and sub competencies within each competency domain. Further, there is recognition that more effort is needed in determining the overlap in knowledge, skills and attitudes across competency areas, as well as in setting specific thresholds for expected competency at different development levels ranging from novice to competent for independent practice to expert (e.g. specialist) Foundational Competencies: Agreement is beginning to emerge that both diversity and ethical practice are foundational competencies.

Assessment of Competence: The assessment armamentarium should enable one to determine what one knows (knowledge), if one knows how (competence), if one shows how (performance) and how one does (Action) (Miller, 1990). Optimally the assessment of competence is a multi-trait, multi-method, multi-informant process. The specifics should depend on the domain or aspect of competence being assessed and the level of performance expected (e.g. work and organisational psychology). Self-assessment and securing feedback from multiple informants (use of 360 degree evaluations) is central. This process provides input about professionalism interpersonal and communication skills, emotional intelligence and interpersonal functioning.

Speciality Competencies: These built on the broader and more general foundation and core competencies through application to distinctive practice parameter patterns that require relevant specialised or advanced knowledge, skills, and attitudes. Some speciality competencies may be shared, and others may be uniquely associated with a particular speciality.

Training: Competency-based education and training should be developmentally informed: there must be a training sequence that incorporates progressively more complex and sophisticated content and matters for teaching sub-competencies in each domain. Training approaches vary depending on the stage of competency development (e.g. beginner, advanced beginner, competent, proficient and expert) and the training site. Training should further include a combination of didactic, experiential, and maintaining components. Problem-based learning needs to be integrated more into training programmes in psychology.

Core Competencies: There is a consensus that all professional psychologists should engage in scientifically-minded practice. Core competencies that have been identified embrace the following:

- Competence in psychological assessment
- Competence in intervention – which incorporates intervention planning, intervention implementation, intervention evaluation and practice management. (Spruill et al 2004).
- Competence in consultation and interprofessional collaboration (e.g. theories of Organisation, Organisation development, Group Theories etc.).
- Competence in Supervision

References:

Kaslow N.J. 2004) Competencies in Professional Psychology American Psychologist, Nov. 2004 (774-781).

Spruill et al (2004) Becoming a Competent Clinician in Basic Competencies in Intervention. Journal of Clinical Psychology, 80, 741-754

9th European Congress of Psychology, 3-8th July 2005, Granada – Spain.
Crossroads of Psychology in a World without Borders.

Dear Colleagues and Friends,
On behalf of the European Federation of Psychologists' Associations, I am honoured to welcome you to the 9th European Congress of Psychology in Granada in July 2005. EFPA was founded in 1981 to promote co-operation within European psychology and to increase the influence of psychologists in Europe. Today EFPA consists of the Psychological Associations of 31 European countries, with 150,000 individual members.

The Granada Congress will be both European and global, both with regard to the themes of the Congress and the participation from all over the

world. The Congress is co-sponsored by the world psychology organisations IAAP (International Association of Applied Psychology) and IUPsyS (International Union of Psychological Science).

An important aspect of the Congress will be linking science with profession. Unlike many other professions, psychology is a profession that has grown out of science; it emerged from science and continues to develop side by side with it. The success and credibility of psychology as a profession relies greatly on the close link between scientific research and practical application.

I am convinced that the 9th European Congress in Granada will provide a discussion platform where psychological theory and application, research and practice can meet and be in dialogue with each other.

I know that the Congress will be extremely well organised. Our Spanish colleagues are preparing an outstanding and extraordinary event in terms of the programme, the setting and the facilities available. We are looking forward to seeing psychologists from all over Europe – as well as from other parts of the world – in Granada in July 2005.

Tuomo Tikkanen
President, EFPA

The central objective of this Congress hosted by Spanish Psychologists – Colegio de Oficial Psicologas, is to make it possible for researchers and professionals to share and exchange 'all types of ideas, information and research results from the different fields and approaches of current Psychology'.

I will be attending this Congress and presenting a paper on: Women in Academia: Resistances and Change. I look forward to meeting some of our colleagues there.

Eunice

Please send submissions for the newsletter to:

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