



THE PSYCHOLOGICAL SOCIETY OF IRELAND
DIVISION OF WORK & ORGANISATIONAL PSYCHOLOGY
Voices on the Edge – Newsletter June 2004 (issue 5)

Editor's Vision

Since our second AGM in June 2003, the DWOP Programme has focussed considerable energy on CPD challenges for DWOP and our relationship with BETA-PSI developments (See P.3. of this issue).

Our seminar series identified themes and speakers where DWOP members indicated the need to debate and analyse in detail the critical issues involved.

- We thank Fiona Pusey, Director, Blue Stone Talent Management, who presented *EI-FACT or FICTION?* At our second AGM June 2003 and who drew extensively on her own business experience in Australia, UK and Ireland (See Key Dilemmas, P2. this issue)
- Our October meeting focused on Bullying and Work. Declan Fitzgerald, Director of Goldsmith Fitzgerald Partnership, presented a paper entitled *Protecting People's Dignity*, which explored the psychological, psycho-social organisational dimensions of people's dignity at work. The role of the work and organisational psychologists in mapping interventions in this field, which is now underpinned by law, was clearly delineated. The focused discussion demonstrated the significance of this area for future developments.
- DWOP's Annual Christmas meeting was held in Buswell's Hotel in Decemebter 2003. Maria McNamara, a member of DWOP, who is now engaged in PhD work in the university of Sydney, presented a seminar on 'New Models of Careers – the
- Contingent Worker'. Drawing on research she developed in the Smurfit Business School, she traced major challenges for work and organisational psychologists who are faced with new drivers for change in the workplace.
- The spring meeting of the Division was held in UCD and Carmel O' Neill (DWOP executive), led a seminar on "Coaching – the Role of the Psychologist". This paper mapped core theories of coaching and the coaching engagement process, leadership development and executive coaching. This critical analysis highlighted major gaps in the psychologists' training and understanding in this field. The need for greater involvement, training and development of psychologists in the area and the limitations of the coaching model as it is emerging was examined. (See P.4. of this issue).
- DWOP sincerely thanks all our speakers for the very stimulating seminars presented and the debates generated. Members of the Executive committee are to be thanked for the co-ordination of these sessions.

Eunice McCarthy Chairperson

THIRD ANNUAL GENERAL MEETING
15th JUNE 2004 TO BE HELD AT BUSWELL'S
HOTEL AT 6.00 p.m.

Keynote Speaker

Michael McDonnell Chartered FCIPD
Director, CIPD in Ireland
Theme: Challenges for HR in the New World of Work

We welcome Michael McDonnell to DWOP. He has steered the development of CIPD in Ireland and we are honoured that he will share with us his vision of challenges, problems and possibilities in the new world of work in Ireland today and into the Future.

Emotional Intelligence: Fact or Fiction?

**Fiona Pusey
Occupational Psychologist
Director
Bluestone Talent Management**

The presentation began with an overview of the developmental history of the emotional intelligence construct, the early research pioneers, and the obstacles in attempting to measure these core set of competencies. The conceptual difficulty with linking 'emotions' and 'traditional intelligence' was explored, followed by an overview of the more recent research over the past 20 years.

Old Concept in New Packaging?

- Weschler (1930s) – Def'n of Intelligence- Intellectual and Non Intellectual Factors
- Thorndike (1930s) – Social Intelligence
- Difficulties with measurement
- Next 50 years – Behaviourism and IQ testing
- Gardner (1983) – Multiple Intelligences – Intrapersonal, Interpersonal, IQ....
- By 1990 – considerable research into role of the 'non cognitive' factors and performance

Contemporary Research

- Mayer and Salovey (1990) – Coined the term 'Emotional Intelligence'

"A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action"

- Goleman (1995) – Popularised the concept with his book 'Emotional Intelligence.'

Various model were reviewed including; mixed models, mental ability models, and more recently the 'performance' model of EI by Goleman and Boyatzis.

Mixed Models

Reuven Bar-On ('97)- 5 areas of functioning:

- Intrapersonal skills –emotional self-awareness, assertiveness, self regard, self actualisation and independence
- Interpersonal skills
- Adaptability
- Stress Management
- General Mood

Measure = EQI = Emotional Quotient Inventory

Goleman ('95): ECI=Emotional Competence Inventory

5 Clusters of emotional competencies:

- Self Awareness – Emotional self awareness, accurate self assessment, self confidence
- Self Regulation – Self control, trustworthiness, conscientiousness, adaptability & innovation
- Motivation – Achievement drive, commitment, initiative, optimism
- Empathy –Understanding others, Developing others, Service orientation, Leveraging diversity, Political awareness.
- Social Skills – Influence, communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration, Cooperation, Team Capabilities

Ability Model

Mayer & Salovey '98

4 Branches ranging from simple-complex;

- Perception, appraisal & expression of emotion
- Emotional facilitation –using emotions to facilitate & prioritise thinking
- Understanding emotions – how feeling combine to product emotions, relationships between emotions, and changes over time.
- Managing Emotions in oneself & others

Measure =MSCEIT, Publisher=MHS, Canada

1997-2002

- Further research – What differentiates 'star' performers in their work?
- Merging of academic theory: neuroscience, cognitive psychologists, health professionals, occupational psychologists studying features of successful leaders and managers
- Similarities across models identified (2 x 2 matrix)
- Emotional Intelligence (substrate) vs Emotional Competence (behaviour). For example,
 - accurate perception of emotion enables one to develop the competence of 'influence.'
 - self regulation of emotions enables one to develop the competence of 'initiative' or 'achievement drive.'
- Base Level of EI needed to learn emotional competencies

The final part of Fiona's presentation explored the business impact of considering the EI construct and the emotional competencies in recruitment, selection, training, development and succession planning within organisations. There is a considerable body of evidence pointing to the cost saving to businesses of hiring for emotional competencies, developing these areas in managers and leaders, and incorporating it as a vital part of any succession planning initiative. Organisational support mechanisms are essential when training in these competency areas in order to ensure maximum transfer of learning and benefit to the individual and the organisation.

DWOP – CPD Questionnaire 2004
Summary – prepared by Ruth Mullally,
Kathryn McCarthy (DWOP- Co-
Secretaries)

The CPD Questionnaire focussed on nine key questions.

1. Type of organisation you work for?
2. Your Role/Title at Work?
3. Forms of Development
4. Types of shadowing involved in past 12 months
5. Types of coaching/mentoring received past 12 months
6. No. of Days (Approx) allocated to training and development in your organisation?
7. Titles of training courses, workshops etc attended over the past 12 months
8. Training courses *will* attend over the next 12 months?
9. Future courses, workshops *would* like DWOP to provide as part as CPD

Results: Summary

- 21 questionnaires were completed including 3 males and 18 females. This accounts for approximately 30% of the Division of Work and Organisational Psychology database. The majority of the sample of members analysed appear to be involved in Consultancy. ¼ of the group analysed worked in 2 jobs and this was usually found among the self-employed/consultancy arena. 1/5 of the sample refer to themselves as a Psychologist with another 1/5 referring to themselves as Consultants. 2 people call themselves consultant psychologists.
- There is variety within people's definitions of the same role title. In relation to shadowing, 65% of the sample has not been involved in shadowing in the last 12 months. This could be due to the Consultancy/self-employed nature of the sample where many Work and Organisational Psychologists would be working by themselves. The most that people are engaged in shadowing is in relation to training, where the person will be ultimately training others. The rest of the sample is made up of those that are being supervised. Interestingly 30% of group sampled receive no coaching/mentoring in their job. This is worrying considering the research into the importance of feedback, particularly positive feedback, in relation to people's well being and job satisfaction at work. 30% of the sample receive their feedback from peers. Together this accounts for 60% of the sample which may reflect the Consultancy and self-employed element of the Work and Organisational Psychology population.
- This being the case, it is important that this group have a support network available to them. Another interesting aspect is that nearly 7% of the sample need help with computer technology in their jobs.

- Reflecting the self-employed aspect of the Work and Organisational Psychology population, over 30% can choose as many days as they see fit for training. ¼ of the sample represented organisations that give 5% of their budget to training. Averaging out the remainder of scores, approximately 6-10 days are given to training in organisations. 2 people received no training with one person noting that part-timers don't qualify for training and development. The majority of Work and Organisational Psychologists are involved or have been involved in training courses. Training courses, workshops and seminars account for the majority of areas where Work and Organisational Psychologists attain their CPD's, especially workshops and training courses. Conferences appear to make up the least amount of CPD's.
- The main themes that emerged from the research in 2000 was that people were interested in issues regarding, firstly, Change Management, followed by recruitment, selection and assessment and finally, coaching, ethics and teams. These themes are still present but there is also an emphasis on leadership, team training, teaching, coaching, counselling and on-the-job skills. There were a lot of interesting suggestions in regard to developing DWOP in the future. These included activities that developed skills further, kept people up-to-date with latest research along with possible courses DWOP could run in relation to CPD and suggestions on topics for future DWOP seminars and how to improve them. It was suggested to form further links with other organisations.
- The main concerns Work and Organisational Psychologists appear to have in relation to CPD is with regard to supervision and how DWOP members can become registered Work and Organisational Psychologists. Another concern was in regard to recognition of work done which isn't of a psychological nature but which is inherent in the business environment in which they work. Since most of Work and Organisational Psychologists attain their CPD's through training courses and workshops (noting some may be of a business nature) there is a concern about how this will be recognised and also in relation to how future courses will be recognised as CPD courses. These issues and others will be examined over the coming months by the Division and developed into a Divisional Guidebook for Work and Organisational Psychologists.

Source: **'Report of DWOP CPD Questionnaire 2004'**
Ruth Mullally, Kathryn McCarthy.

We thank Ruth and Kathryn for the thought and care they channelled into the analysis of the CPD data. The full report extends to 20 pages and will be made available to members on request. It will also constitute a basis for a DWOP forum on CPD later in the year.

Eunice McCarthy Chair DWOP.

Executives and Business Coaching: What Role, if any, Does Psychology Play In These Engagements?
A Personal Position by Carmel O' Neill

This paper will try to show that psychology may have a role to play in executive and business coaching by outlining where links between the domains of psychology and (executive and business) coaching may be drawn from their nature, purpose and form. It also looks at the potential pitfalls within the coaching relationship (e.g. Berglas, 2002; Wasylyshyn, 2003) and the need to evaluate its potential benefits.

Executive coaching may be described as a "collaborative one-to-one relationship designed to bring about work - life changes in behaviours" (Psychcoach, 2003) while Business coaching is said to "support individual and team development and aims to improve overall organisational effectiveness" (ibid).

While Berglas (2002) argues that every executive should receive a psychological evaluation before coaching is undertaken there are some who would appear to argue against a role for psychological methods in coaching practice. For instance, Flaherty, J. (1999) describes the "application (of psychology) to coaching" as having "several drawbacks" arguing that "psychological methods may require personal disclosure beyond what the client is willing to do"(p.19).

And according to London (2002) the coach is neither a psychologist nor a counsellor with "the role of counsellor" being "more appropriate for professional (e.g. psychologists....) who are able to deal with psychological needs" (p.170).

Reasons for coaching:

The results from surveys carried out in the UK (Hay, 2002; Homer, 2002;) and the USA (Wasylyshyn, 2003) would seem to indicate that in both the UK and the USA that

- Influence and impact (e.g. leadership & team effectiveness)
- Personal skill (e.g. interpersonal skills; personal behaviour change) are the two reported most favoured reasons for coaching.

Types of coaching:

Three different types of services have been identified within coaching:

- Coaching for skills: the primary focus is on current tasks and required competencies and/or skills
- Coaching for performance; here the focus is on improving effectiveness
- Coaching for development: this has a greater emphasis on the client's personal growth than the other two (types) (London, 2002).

Areas of Work:

Areas of work for the executive coach include:

1. Executive strategic planning: (e.g. succession planning)
2. Coaching for the executive's agenda: (e.g. advocacy skills)

Executive's perceived issues/problems (Psychcoach, 2003; London, 2002)

Areas of work for the business coach include:

- Staff development
- Customer relationship management strategies

(Psychcoach, 2003; London, 2002)

The mandate of coaching, according to Laske (1999), is to facilitate the development of the client into becoming a more "flexible professional" who shows great insight, self-awareness and has a more balanced approach. In his "integrated model of developmental coaching" Laske (1999) argues that a life span developmental perspective is needed if the coach is to meet the client where the client is (i.e. at a particular 'stage' of development).

A positive coaching relationship relies on the executive's perception to coaching (Witherspoon & White, 1996). For instance, whether or not the executive sees coaching as having an impact on performance, skills or agenda (Witherspoon & White, 1996). Both Laske (1999) and Wasylyshyn (2003) describe the importance of being explicit about expectations, roles and responsibilities. Wasylyshyn (2003) suggests that an explicit description of Methodology that includes

- Activities (e.g. needs assessment; agenda-setting; testing)
- Roles (e.g. coach's role of clarifying; interpreting; observing; evaluating)
- Time commitment (both the coach's and the client's) can go a long way to establishing a positive reception to coaching.

Evaluating the effectiveness of coaching:

- (a) How do you know if coaching has worked?
- (b) What are the critical determinants of its success?

The following questions were asked by an organisation that contracted external coaches and are considered relevant for any coaching engagement (Hawes, 2000):

The organisation contracted 17 external coaches (to work with the organisation's top 150 people. There was a ratio of one coach to 7 to 10 executives).

- Every coach seemed to use different techniques so how can the quality of coaching be determined?
- Sessions were private so how can the content of coaching be evaluated?
- Is coaching a substitute for closer, more personal management relations (in the organisation)?
- How can the executives who received coaching be encouraged to coach the people they supervise... so that the coaching cascades throughout the organisation?

It may be said that there are advantages to having a psychological background when engaged in a coaching assessment. These include:

- Training in formal assessment tools (Wasylyshyn, 2003; Peltier, 2002)
- The psychometric tools that psychologists use greatly "enriches their data-gathering capabilities" (Wasylyshyn, 2003; p.106)
- Psychologists have "a set of ethical principles that ensures such data are managed appropriately" (p.102)

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