

# **Framing development in terms of professional health: constructing an instrument to monitor the wellbeing of the policing profession to inform development practices.**

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## **Abstract**

It is evident that the extension of the 'self' within organisations is a complex and continual experience where formal development practices constitute just one part of a far wider relational landscape. Unfortunately, much formal organisational development activity is simplistically focused upon immediate skill requirements with limited investment allocated to discovering and exploring the contingent relational issues underpinning personal and subsequently organisational growth.

This current research focuses specifically upon professions where recent discourses of managerialism have impacted adversely upon relational wellbeing, with individuals either permanently or temporarily disengaging from their profession and organisation with significant mutual loss.

In the VET field of 'needs analysis' there has been little systematic investigation into what constitutes 'professional health or wellbeing' and therefore limited understanding of what organisational performances might be orchestrated to support and develop both professional individuals and the body of a profession.

This paper explores such a major collaborative venture to investigate the meaning of organisational, professional and individual health and wellbeing undertaken by Edith Cowan University and the Western Australian Health, Police and Education Departments with Australian Research Council support.

The initial stages of the study are establishing indicators of 'wellbeing' within these organisations and their professions. The study is constructing and testing an instrument measuring 'wellbeing' across those organisations that will inform practices of organisational development and training. The emphasis in this paper is upon the specific development activity within the Western Australian Police Service (WAPS).

Organisational developmental practices are contested by discourses seeking to privilege either global or local agendas. This research attempts to develop a more inclusive organisational perspective that positions individual feedback as the basis for subsequent organisational activity, and where training and development is just one of a raft of potential relational performances used to extend professional health and wellbeing.

## Introduction

*You have no choice but to operate in a world shaped by globalisation and the information revolution. There are two options adapt or die. The new environment dictates two rules: first everything happens faster; second anything that can be done will be done, if not by you then by someone else, somewhere. Let there be no misunderstanding these changes lead to a less kind, less gentle, less predicatable workplace.... Grove A (1994)*

This image of fast capitalism presents the organisational environment that has invaded producing organisations and public organisations as the new capitalism focuses upon the design, the production and the marketing of identity goods and relational access to saturated markets (Gee et al 1996). Should our worklife be an endless game of catchup as portrayed above, or should our organisations have a more holistic and sustainable view of development based on individual needs. The thrust of 'human resources' within organisations has appropriated and displaced the very meaning of 'ourselves' by juxtaposing subject with object (Rhodes & Garrick 2000; Legge 1995). Could the voices of individuals be used to generate cultural change and learning strategies within such an environment?

In vocational education and training the emphasis on the highly contested area of how to operationalise learning within organisations (Merriam 1996), often displaces the broader debates about what learning will produce greater individual wellbeing, sustainable organisational health, and who will be included in such learning. This paper describes the action of a current research study that is focussing on measuring individual wellbeing as a tool of generating organisational development and training. In terms of the conference theme it is a recent study, it is responsive to an organisational request and the relevance of the outcomes will directly inform the emerging future of the Western Australian Police Service.

Indeed in this conference, Kaye Bowman (2005) has indicated that 'well being' is also a target for VET and NCVER research during 2006. In addition, the papers by Stevenson (2005) and Boud (2005) emphasise that future research should move away from a fixation upon ever more careful cognitive design and sequenced delivery of dispensing codified knowledge. Stevenson (2005) indicates the implicitly relational and situated nature of vocational training and learning, and the dangers of extraction processes that strip away the relational context of peers and the complexity of interrelated actions and behaviour, removing the experience of 'knowing in situ'. Boud (2005) indicates that it is time to refocus on supporting learning about work, in work and at work, within the workplace, as relational identity development. This extension of self and selves at work he terms 'productive reflection'. This is far from transmissive training actions, more locally focussed than organisational learning rhetoric, and more expansive than a focus upon facilitation and <sup>1</sup>learning skills. Both Stevenson and Boud indicate the primacy of knowing and knowledge making within local vocational communities. This 'wellbeing project' fits well with such a future philosophy of 'learning'. It provides a holistic and deep analysis of individual needs that can be the platform for organisational interventions to promote greater productive reflection, more locally generated workplace knowing and business solutions.

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<sup>1</sup> The 1980's learning to learn focus.

In essence this study is about organisations seeking to privilege local perceptions of organisation as the platform for holistic change practices, where workplace learning is viewed as a function of the wide range of formal and informal interactions that occur within the field of professional practice (Gratton 2000). In some ways it is a reflection of more traditional 'Marks and Spencers' philosophy of 'how you look after your staff is how they will look after the customers.' However the intention is far less paternalistic and places professional identity at the heart of the organisational development process, and in this case at the heart of the WAPS cultural reform process. This study is about a recognition of instrumentality of local relations within organisation and the recognition that more visible functional perspectives of organisational need are simply the visible manifestation of far wider and more opaque patterns of cultural change.

In the novel 'Zen and the art of motorcycle maintenance' (Pirsig 1974), the story nominally follows a road trip where the mechanics of the day to day dominate the narrative as the subject crosses the barrenness of deserts and climbs the altitude of the mountains of Montana. A focus on the more visible functionality would however fail to capture the broad journey that is portrayed. The physical trip is just part of a broader journey to relocate 'self' and even to form a philosophy of living that blends the traditions of east and west into an emerging path. While the focus on the practicality of the motorcycle is indeed vital for survival and continuing exploration, it is just one part of the far greater journey being undertaken. Similarly, in terms of the study in focus, a emphasis on the practicality of the 'skills gap' would exclude investigation of the relational needs and desires inherent within the organisation as a whole and indeed what relational changes and activity might mediate improved relations.

Smith (2004) indicates that the isolation of training as a dislocated function is bad for organisations and individuals. At the organisational level, training is inextricably part of the broader strategic programme of organisational development that reviews goals and encompasses cultural, structural and systems realignment through the bundling of HR orientated responses (Dyer & Reeves 1995).). At the individual level performance improvement is dependant on a wide variety of relational variables. Training and development must be viewed as part of broader cultural development and based upon broader and more holistic measures of organisational voice.

### **Professional wellbeing**

Professional wellbeing encompasses occupation-related perceptions and organisational-related perceptions. Wellbeing is a measure based upon the attitudes of individuals within the organisation to their current role, future expectation, peer relations, management and external social feedback, that can generate a framework of organisational health and act as a tool for organisational development.

Healthy professions are often characterised in the literature as having flexible job characteristics, professional identity based upon status and respect for skills and judgement, organisational support through adequacy of resources and supervision, and organisational citizenship through strong and protective collegiate relations. However the wider accepted problematised roles of professionals in managerialised public organisations are producing cultures that struggle to achieve such ideals. What

are the perceptions of professionals within such organisations and what development activity may be appropriate to improve the health of organisations and individuals vital to broader social health? This paper explores such a study and the associated organisation that is actively asking such questions.

The use of more holistic measures of wellbeing challenges more functional perspectives of competence. Performance after all is more than a simple application of competence in a context. Social influences, as the work of Lave and Wenger (1991) indicate, permeate performance by determining what can be learned and how performance is enacted. Ultimately performance and subsequent learning practices are a function of organisational relations. While training may be just be one of a suite of development options, building personal capability is subject to relational opportunity. Individual habitus (Bourdieu 1990) remains unrealised capital until valued by the community of practice. Emotional energy from the relational network of an organisation has a considerable impact upon the 'professional body'.

So, holistic analysis and responses to organisational development issues that are focussed upon more than just the accumulation of individual training patterns, require more holistic investigative processes. It is just such a process, and instrumental outcome, that this study provides. The participation by significant organisational partners in such research indicates a strategic shift in organisational thinking about development and commitment to more inclusive practices.

Such a move reflects current changes in thinking about the nature and location of learning. Organisations are less willing to allow professional development to be a displaced contracted out activity, divorced from the organisational body as it is represented within the options of Poell et al's model (2000). Organisations have employed systematic processes to determine the 'skills gaps' existing within more mechanistic organisational structures. There are a number of reasons why such needs analysis practices will increasingly fail to indicate strategic development needs. First, they are focused upon the past and upon the 'visible' deficiencies within the organisation. This may have been applicable in a more mechanistic environment, but the world of knowledge workers is far less transparent. Second, such practices sought to determine central development needs rather than to act as a reservoir for the diversity and difference that is necessary to fuel a continual change and improvement environment matching current requirement. Third, incremental progress toward organisational goals that sculptured long career paths are less applicable to generation X where a portfolio approach to the twisting of multiple lifeworlds is increasingly more common. Fourth, subsequent performance improvement is more complex than producing skills through 'learning' as relations strongly mediate subsequent individual capability.

The extension of the 'self' within organisations is a complex and continual experience where formal development practices constitute just one part of a far wider relational landscape. It is evident that some managers and leaders are considering organisation as a relational outcome of such identity extension. How people feel and work together *is* organisational performance. Strategies on the page are less relevant as a development tool than the everyday production experience by individuals. Much formal organisational development activity is simplistically focused upon immediate skill requirements with limited investment allocated to discovering and exploring the

contingent relational issues underpinning personal identity growth. This study and the associated study partners are making positive moves to explore a more strategic and inclusive meaning of 'development' based on the primary issues of professional identity.

### **Genesis of the study**

This current research focuses specifically upon *professions* where recent discourses of managerialism have impacted adversely upon relational wellbeing, with individuals either permanently or temporarily disengaging from their profession and organisation with significant mutual loss.

In the VET field of 'needs analysis' there has been little systematic investigation into what constitutes 'professional health' as a basis for subsequent development and training processes. Therefore there is limited understanding of what organisational performances might be orchestrated to support and develop both professional individuals and the 'body' of a profession. This study is substantiating and operationalising the relations between professional health and organisational development.

There is a long tradition of making a distinction between occupations/professions on the one hand, and the organisations/bureaucracies in which their members are employed on the other (Scott 1966; Cruess, Cruess & Johnston 2000). Recent research into teaching, nursing and policing highlights the importance of many of the characteristics of 'healthy' occupations and 'healthy' organisations. Previous research around these three professions has uncovered largely negative states of affairs'. Where members expressed satisfaction with organisational functioning, this is often found to give way, over time, to major dissatisfaction and changes in the nature of commitment to organisational goals and priorities (Meyer & Allen 1997).

Although the term 'health' is not often used in policing research, relevant issues investigated have included professional status (Morris, Shinn, DuMont 1999), service to the public (Richbell, Simpson, Sykes, & Meegan 1998), work stress and burnout (Thompson, Kirk-Brown, & Brown n.d.), family support (Morris, Shinn, & DuMont 1999), organisational support (Metcalf & Dick 2000), cynicism (Atwater, Waldman, Atwater, & Cartier 2000), job characteristics (Van der Vegt, Emans, & van de Vliert 1998), teamwork, morale (Richbell, Simpson, Sykes, & Meegan 1998), job performance (Truxillo, Bennett, & Collins 1998), job satisfaction (Magenau & Hunt 1996), and corrective feedback (Wilson, Boni, & Hogg 1997).

This project is a major collaborative venture to investigate the meaning of organisational, professional and individual health being undertaken by Edith Cowan University and the Western Australian Health, Police and Education Departments with considerable support from the Australian Research Council over a three year period<sup>2</sup>. The study involved considerable preparatory fieldwork to prepare an instrument for pilot testing, which subsequently in a revised form is being used to gather organisational survey annually.

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<sup>2</sup> The total budget for the project is in excess of \$300K across the three professions.

The particular study is significant because it involves professionals that make up 70% of the public service of Western Australia. The effectiveness of those professionals is a critical component of social functioning as they provide the vital infrastructure for continued social interaction and development within the State. The project has two aims. First, is to investigate factors important to people engaged in the focal professional activity. Second, is to benchmark and monitor the 'health' of these professions.

While the broad thrust of the study strikes similar chords within each of the operational partners, inevitably each organisation is poised upon differing development platforms, has specific professional challenges, and requires different leadership strategies. Within the Police Service, the central purposes of the study in terms of the key stakeholders are to place professional wellbeing on the current and future agenda of the organisation, to make a clear statement about valuing people and to continue such an agenda; to generate an organisational scorecard of professional health that can be used to measure success, protect the investment in staff and guide developmental action within the organisation.

### **Professional and academic scanning – *initial field work***

The initial stages of this study were about gaining organisational commitment to investigating professional health and constructing qualitative methodology in order to establish indicators of 'wellness' within the three focal organisations and their associated professions. The study goal was to construct and test an instrument measuring 'wellness' across those organisations that could then be used annually to inform practices of organisational development and training. Reference groups were formed with key strategic and operational partners in each of the professions.

The emphasis in this paper is upon the specific development activity within the Western Australian Police Service. Edith Cowan University has a close relationship with the Police Service as the organisation training facility is co-located on the Joondalup learning precinct with the new ECU Vice Chancellory and corporate centre. The Sellenger Centre at ECU has a significant track record in researching policing and is a member of the Institute of the Service professions that is directing this research project.

It was critical for the policing relations that the study was linked to current corporate strategy. The aims of the study were congruent with the WAPS five year strategic plan released in 2002 and subsequently updated by the new commissioner in 2004. The plan was entitled 'Organisational Style: Making it happen', and identified six key areas of focus.

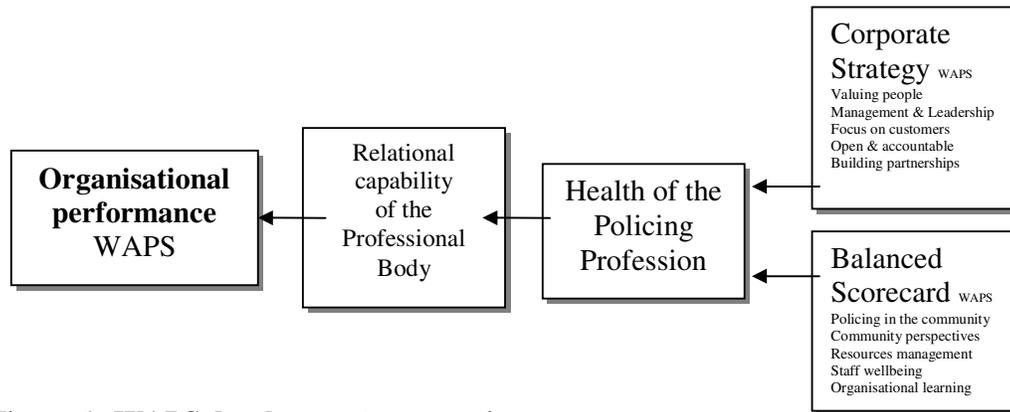
*Valuing our people*  
*Managing and leading*  
*Optimising resources*

*Focussing on customers*  
*Being open and accountable*  
*Building partnerships*

Subsequently, the establishment of an internal Police Reform Group strengthened the instrumentality of the study in providing tools for advancing the broader strategic intent. It is important at this stage to recognise the strong link that was being established between individual attitudes to organisation and subsequent intent for

organisational development. Training, learning and professional identity development were being configured within a broad strategic intent to ‘learn’ about organisational health through the voices within the organisation.

In many ways the study offered the Police Service an opportunity to operationalise their codified commitments to ‘Valuing Our People’, and ‘Leading and Managing’ statements that were underpinned by non negotiable values of honesty, respect, fairness, empathy, openness and accountability. Participation in the project was a major step in producing tool that could both symbolically and substantively take such rhetoric off the page and into the organisation. The fact that WAPS recognise professional wellbeing as a critical component of operationalising strategy is in itself a significant statement about the corporate climate.



**Figure 1: WAPS development perspective**

Within organisations developmental practices are generally contested by competing discourses seeking to privilege either global or local agendas (Farrell 2002). This study focuses upon the attitudes of professionals to produce a map of the climatic and cultural landscape which can act as a platform for more diverse development activity. The goal is to develop a more inclusive organisational perspective. This is a perspective that positions individual perceptions cumulatively, as the basis for subsequent organisational activity. It is also a perspective where training and development is just one of a ‘bundle’ of potential relational performances used to extend professional health and wellbeing, and thereby, organisational performance (Dyer & Reeves 1995).

During 2002 and 2003 the Institute of the Service Professions facilitated two hour long focus groups across the three professions of policing, teaching, and nursing. These groups included both metropolitan and regional Western Australia. The focus of this activity was to identify aspects of the ‘health’ of these professions as determined by the working professionals in the current organisational climates. A comparative literature review had already culled previous research to prepare the researchers and the industry partners for the potential fields of responses by generating a sensitising framework.

One hundred and sixty three police, both sworn and unsworn participated in these focus groups. The emerging model of the ‘Health of a Profession’ consisted of a concentric model that placed issues of occupational health at the core and bounded by the outer layer organisational health issues. Professional health was viewed as a relationally driven and attitudinal construct voiced by the professionals that was in a

continual state of change through collegiate reinforcement and organisational experience. Professional health is inextricably linked to, and mediated by, the wider lifeworlds of the professionals, but such influences are multiple and beyond the scope of this study.

The Police who participated in the focus groups were well gender balanced but biased towards metropolitan locations and sworn officers. The core of the participants had more than ten years experience of the profession and were constables, but all other groups were represented. The majority of participants had been in their current position for over a year.

The police wrote a series of vignettes, accounts of critical events in the past two years, that had been intense professional experiences. This drew together positive and negative feelings about working in the Police profession. From the one hundred and eighty two accounts there was a balance between both extreme perceptions. The analysis of the vignettes produced 12 dominant themes of profession. These included organisational commitment, burnout, public motivation, organisational support, fairness, organisational rewards, health and safety, the quality of work life, job characteristics, professional identity and occupational commitment.

Each theme consisted of a number wellbeing indicators which appeared to group together to form the broader pattern. Similar associations and pattern were identifiable and emerged from the data to form grounded constructs. As an example, the theme of professional identity was associated with professional pride, job image, and professional status.

*I am proud of being a police officer.  
The public do not respect us.  
Felt I was not treated as a professional.*

Subsequent analysis identified seven higher order free nodes that related directly to how the participants described their experience. These higher order themes consist of the issues of stress, *morale*, *feeling valued*, hope and optimism, job satisfaction, anger and *frustration*, feeling heard and *counted*. The italicised themes were those most strongly represented. There was considerable congruence with the work done with the other two professions, but there were contextually driven differences between the professions.

Considerable debate between the researchers and professionals produced agreement about the key emerging categories<sup>3</sup> of professional wellbeing. These categories were then grouped to produce a practical instrument for distribution within the three professions participating within the study with specific tailoring to the cultural needs of each profession. The emerging instrument was focussed upon individuals within the professions and their attitudes towards specific organisational issues such as autonomy.

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<sup>3</sup> The copyright to the emerging instrument is jointly held by the funding organisations. This paper is therefore restrained in providing complete data sets and uses samples of data to provide a broad overview to academic and practitioners.

*I feel that I am supervised more closely than I need to be*

*I sometimes feel that I have too many supervisors who tell me conflicting things*

*Sometimes my supervisor requires me to do things in my role that are against my better professional judgement*

The thrust of the instrument was constructed around the relational and layered aspects of a profession. The sections of the instrument in turn focussed upon supervisor relations, work unit relations, organisational relations, professional relations

In terms of supervisory relations there is a focus upon individual support, professional development, performance management, and the degree of autonomy within the role. In terms of the work unit there is a focus upon teamwork, collaboration, and support, as well as investigating the task focus, resources and effectiveness of work groups. Issues of control and leadership are confronted as are the more contentious areas of work pressure, discrimination and bullying.

*Being belittled or humiliated is not accepted within my work unit*

*Being assigned tasks as punishment is not accepted within my work unit*

*Someone else taking credit for my work is not accepted within my work unit*

*Being slapped, pushed, kicked or hit is not accepted within my work unit*

*My reputation or career being threatened is not accepted within my work unit*

*I feel confident that I would be supported if I reported bullying or harassment in any form*

*I feel management would act on a bullying or harassment complaint in the appropriate way*

Relations with the organisation as a whole examined in terms of commitment, recognition, fairness and change management. Professional issues such as status and image, motivation, trust and wellbeing, and longer term commitment are questioned.

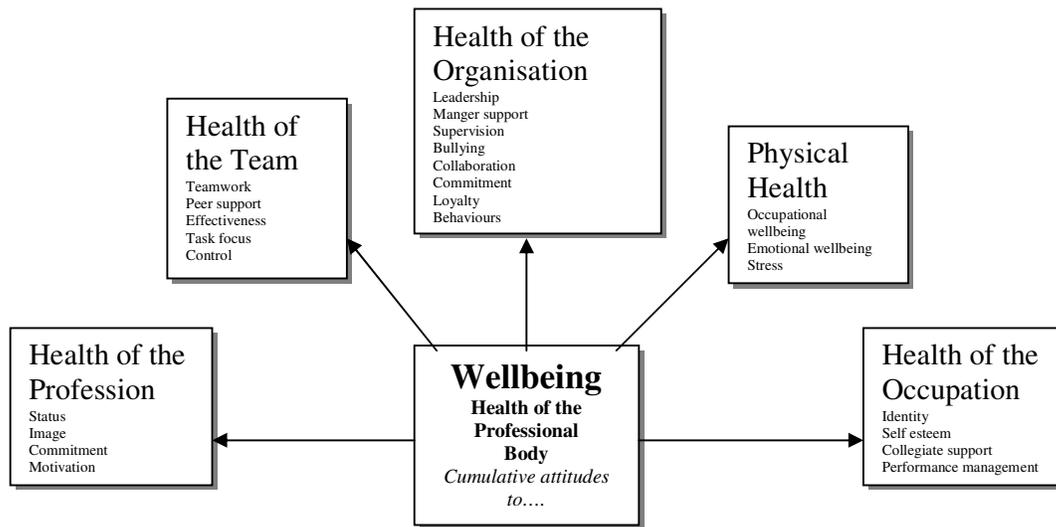
*The WA Police Service expects one thing of its employees but it rewards another*

*I criticize the practices and policies of the WA Police Service to people outside the organisation*

*I find myself mocking the slogans and initiatives of the WA Police Service*

Each section uses between four and six questions and alternates between positive and negative phrasing with the response option of a four-point scale. In addition participants are continually provided with the options of responding with a 'can't judge' category. The relations that underpin the concept of professional health are

multiple, dynamic and may be given meaning diversely by specific individuals within particular contexts.



**Figure 2: Emerging relational construct of professional wellbeing**

### **Pilot activity**

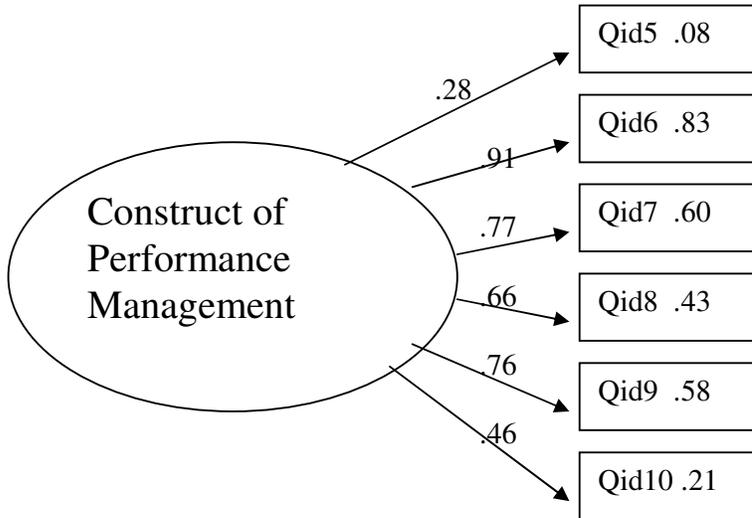
The Pilot studies began in late 2004 and involved a random distribution of 700 questionnaires with considerable support from the Commissioner, the eventual response rate of 42% may indicate the desire to comment upon and contribute to organisational change, the positive influence of the commissioner, and ordered nature of the culture.

The response rate for the Police Service was significantly higher than the response rates from the Heath and Teaching professionals.

### **Coordination and Review**

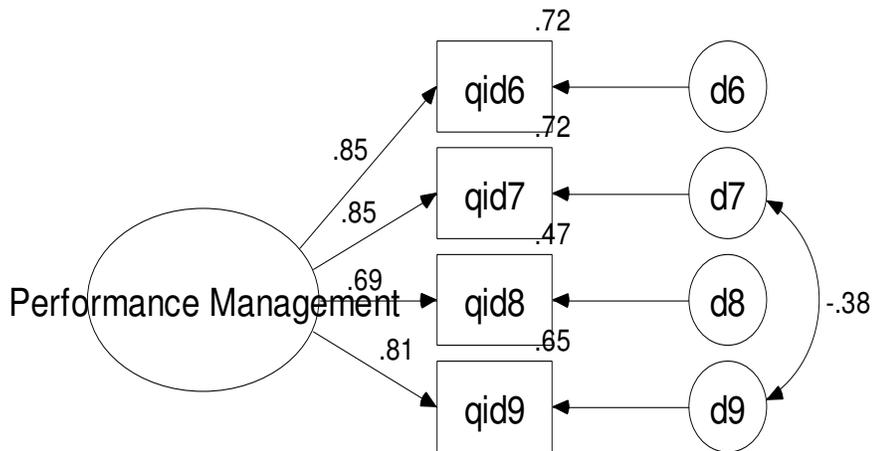
The results of the pilot study have been reviewed from two perspectives. The first concerns the structure of the instrument, and considerable feedback was solicited from participants to improve the face validity of the instrument by tailoring questions and improving packaging. The second concerns the use of confirmatory factor analysis to investigate the structural integrity of the instrument. Confirmatory and second-order factor analysis is being employed to examine the relationships between indicators of health (e.g., affective commitment, normative commitment and continuance commitment) and the various domains of health (e.g., organisational commitment). As a result of this review by the academics and practitioner partners a number of questions have been removed or repositioned within the questionnaire.

For example the following analysis of the questions related to performance management indicated adjustments were necessary to the questionnaire across all three professions.



**Figure 3: Confirmatory factor analysis - Performance Management**

In figure 3, the questions related to the wellbeing construct of performance management have differing responses from the pilot respondents. Specifically questions 5 and 10 did not focus on the relational aspect of the performance management interaction as questions 6,7,8 and 9 did. This section was therefore discussed with the reference group with the recommendation that questions 5 and 10 that focussed upon related development activity and the regularity of the review be removed as displayed in figure 4.



**Figure 4: Confirmatory factor analysis - Performance Management recommendation**

The study has recently been moved centre stage as the Police Reform Group have recognised that this benchmarking activity will provide several key indicators of

culture and cultural development. In addition the survey instrument will also be used to capture a current perspective of opinions about ethical behaviour, commitment to ethics and professional ethics in everyday relational practice.

*A typical officer in the WA police service is influenced by co-workers' attitude to ethical dilemmas*

*It is not unusual for a typical officer in the WA police service to turn a blind eye to a co-worker's unethical behaviour*

*Behaving unethically in some situations is the only way of being accepted by one's co-workers in the WA police service*

*The chances of being caught after doing something unethical are slim in the WA police service*

*The way my supervisors deal with difficult ethical situations is close to police service guidelines*

The instrument requests participants to provide demographic data that consists of 20 responses in multiply stratified choice categories. Due to the high confidentiality necessary for high responses from this survey participants are requested to complete this data only if they feel they will remain unidentifiable. There is a memorandum of understanding with the Police Service that ensures the database remains within the University.

The revised instrument is currently being launched through an extensive communications plan involving the relevant Ministers and using a lottery of cash incentives to ensure high participant response rates. The decision has been made to include all 7k sworn and unsworn employees within the Western Australian Police Service. The survey will be actioned between May 15<sup>th</sup> and June 3<sup>rd</sup> and is introduced as follows.

## 2005 PROFESSIONS SURVEY POLICING



This survey asks for your opinions on a variety of issues that surface in the workplace and in your profession.

### DEFINITIONS

You will be asked to indicate the extent to which you Agree/Disagree with a number of statements.

**YOUR SUPERVISOR** refers to the person who is monitoring your work performance at the time of completing this survey.

**YOUR WORK UNIT** refers to the group of people you work with on a regular basis and with whom you most identify (e.g., Stations, Shifts, Offices, Teams and Squads).

**YOUR ORGANISATION** refers to the Western Australian Police Service, referred to in this survey as the WA Police Service.

**YOUR PROFESSION** refers to the policing profession.

## CONFIDENTIALITY NOTICE

YOUR PARTICIPATION IN THIS SURVEY IS COMPLETELY VOLUNTARY AND NO INFORMATION YOU CHOOSE TO PROVIDE WILL BE ASSOCIATED WITH YOU INDIVIDUALLY.

IF YOU FEEL YOU MAY BE IDENTIFIED BASED ON THE DEMOGRAPHIC INFORMATION BEING ASKED FOR, DO NOT ANSWER THOSE QUESTIONS WHICH MAKE THIS POSSIBLE.

### **Linking and changing agendas**

Organisational outcomes for each of the multiple stakeholders are inextricably tied to the wellbeing of the body of the organisation. A narrow focus on the meaning of organisation and the use of selective organisational voices produces a narrow approach to development and subsequent narrow skills sets. In contrast this study instigating a more holistic assessment of organisational health and need that includes deep organisational voices. Such assessments are platforms for diverse strategic action, one feature of which will be development activity.

Professional training will be firmly positioned within the broader agenda of organisational development. Simple individual skill goals will be subordinate to wider agendas of organisational relational improvement and their instrumental mediation of individual identity. Most importantly indexing professional health will mean that wellbeing, a measure that attempts to integrate the multiple identities and life words of the individual, will become a critical development indicator, placing individual perceptions at the heart of organisational decision making. Identity and relational development may become a focus that may begin to displace decontextualised learning and training as the primary developmental focus.

It is inspiring to be involved with a public organisation who positions learning and cultural development as a focal part of their strategy. Perhaps even more encouraging is that such development is being based upon organisational perceptions generated by the professionals who make up the body of the organisation and are now asked to be cognitive constructors of organisation. The development of their identity appears to count in organisational terms. In Robert Pirsig's book (1974) the central character set out on a journey of discovery where the physical locations and interactivity formed a winding path ostensibly to Montana but that is actually part of a greater mental and spiritual journey towards personal wellbeing. WAPS may have more specific intention about the direction of their journey but what is important is that the voices that they are enabling to chart direction position their aims for the journey in far higher and more holistic terms for individuals and the organisation than simple skill acquisition.

This study is a *response* to the external pressure upon organisations to bow to the development demands of fast capitalism by constructing a *relevant* mechanism that privileges organisational voices in the development process to shape *an emerging future* that may produce more sustainable identity.

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# HAVE YOUR SAY & WIN!



## Have you received the well-being survey in the mail?

Then take the opportunity to have your say on a range of issues related to your workplace and your profession.

The survey has been developed by your colleagues in the nursing, teaching and policing professions in collaboration with senior researchers at Edith Cowan University. It is designed to assist employing organisations to identify areas of strength and weakness in your work environment and profession.

**There are 9 cash prizes available - \$200 each!  
3 for teachers, 3 for nurses, 3 for police.**

All information you provide in the survey is treated as highly confidential by Edith Cowan University. Your anonymity is guaranteed.

### Need more information?

Contact: A/Prof Brian English, Director  
Institute for the Service Professions  
Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027  
Ph: (08) 6304 5389 Email: b.english@ecu.edu.au

## Surveys need to be returned by 3 June 2005!

#### SURVEY PARTNERS:

AISWA | Department of Education and Training | Department of Premier and Cabinet | Department of Health  
Nurses Board of WA | SSTUWA | WA Police Service | WA Police Union of Workers | Catholic Education Office

