Abstracts

Beazley, Cameron. *Game Changer in Employee Selection: Innovations in Gamified Assessment*

With the increasing drive to provide a positive recruitment experience for candidates there is a growing interest in leveraging game elements to make gathering assessment data more enjoyable. Gamified assessments blend game elements with robust psychometric methodologies to create candidate experiences which are enjoyable while being reliable and valid predictors of workplace performance. Gamified assessments provide unique challenges and opportunities for the development and implementation of recruitment solutions. The current paper describes the development, implementation, and outcomes of utilising a gamified assessment for the recruitment of graduates in a large scale high stakes recruitment campaign with a large professional services firm.

Burt, Chris. *Managing new employee safety risks: Integrating safety and human resource management practices*
University of Canterbury, New Zealand

Numerous studies have found that employees have proportionally more accidents in their initial period of employment (first year), compared to later in their employment. Thus, whenever an individual starts a new job, their risk of having an accident increases. This paper discusses research which has attempted to explain the safety risks associated with being a new employee, including research on how new employees can underestimate actual job safety risks, and can hold unrealistic safety expectations for management and co-workers, can engage in over-enthusiastic, and potentially risky, helping behaviours, and can be trusted to work safely by co-workers, who, based on this trust, do not engage in behaviours which might protect the new employee from accidents.

Research which has identified factors associated with new employee safety is integrated into a model of new employee safety management. The model tracks new employee safety risks through the human resource management processes of being recruited as a job applicant, to being assessed for a job by the organization, and then being inducted into the job and work unit. The model identifies the risk factors at each stage of the recruitment, selection and induction process. The model also describes the steps an organization can take during recruitment, selection, induction, and the initial employment period to minimize the accident potential of new employees.

Specifically, the new employee safety model first classifies job applicants based on their experience and job risk expectations, and suggests how to compare their expectations to the real risks associated with the job using either (or all of) an employee bench-marking study, a safety profile in a job description, and/or a safety specific exit survey. Next the model addresses weaknesses in organizational selection predictors, and issues associated with pre-start training/induction processes. These weaknesses can impact on employees' perceptions of a new employee's likely safety behaviour, and the development of trust in new employees. Potential improvements in how safety might be measured during employee selection are discussed, as is a strategy for ensuring trust in new employees is earned during the initial employment period, rather than given based on potentially flawed assumptions about organizational processes.

Next the model explores how a new employee needs to become familiar with their new job: the work environment, specific equipment, procedures, and with their co-workers' behaviour. It is argued that both experience, and pre-start training/induction, have a limited impact on the achievement of familiarity, and considerable responsibility lies with co-workers to both facilitate the acquisition of familiarity, and to ensure safety while it is being acquired by the new employee. Factors which are likely to encourage co-workers to care about, and take responsibility for, new employee familiarity acquisition are discussed.

Finally, the model addresses the issue of work behaviour in the initial employment period, and in particular, over-enthusiastic helping behaviours which can potentially place both the new employee and their co-workers at risk. Reasons why new employees engage in risky helping behaviours, and the need to ensure new employees work within the boundaries of their job, are discussed. In conclusion it is argued that the new employee safety model can be applied to any industry, and has the potential to reduce accidents associated with new employees.

Christopher D. B. Burt is an Associate Professor of Industrial and Organizational Psychology, and Director of the Masters in Applied Psychology program, at the University of Canterbury.   He has published two books, one on managing the public's trust in nonprofit organizations, and the other on new employee safety, and over 75 peer-reviewed articles, book chapters, and proceedings. He leads a research program on workplace safety with a specific interest in issues associated with new employees, including the relationship between trust development and safety, risky helping behaviors, and employee safety voicing behavior.

Bustos, Julie Viviana Cedeno . *Young Graduate's Great Expectations: Identifying Newcomers Perceptions About Their Future Jobs*

This research is addressing the following questions: What are the expectations/perceptions of newcomers/graduates for their first professional job? Where do those expectations come from? What can be done in order to improve the adaption of newcomer graduates in organizations?
Commencing a professional life after completing a university degree can be both exciting and frightening. Graduates have had enough time to build up expectations that might or not be fulfilled when performing for the first time in their profession. The purpose of this research is to create a measure (scale) that can provide a valid picture of newcomers' expectations of the organizational reality they are about to enter. Scale scores will provide key information to guide newcomer's socialization process and to predict their adaptability to their new job.
The development and validation of this scale, named Organizational Reality Perception Scale (ORPS) is currently in progress. Presently the ORPS has undergone the first stage of validation that identified the factorial structure through Exploratory Factor Analysis (EFA) with a sample of 101 participants that consisted of students in their final year of university from the following subjects: law, accounting, economics, finance, management, marketing, computer sciences, geological sciences, engineering, psychology and political science. Data were collected online using the Qualtrics platform. Initially the ORPS is designed to apply to new graduates, but it has the potential to be expanded to apply to any type of newcomer.

The results of the first phase of scale development have produced a 20 item ORPS with 4 factors: expectations on employee's well-being, expectations on career support, expectations on learning options and expectations on supervisor's support. Next steps in the validation procedure involve investigating the stability of the factorial structure using Confirmatory Factor Analysis (CFA) on data from a different sample with the same characteristics.

Eatwell, John and Malinen, Sanna. *Coaching evaluation: a case study*

Executive coaching is an increasingly popular practice for leadership development, with an aim to enhance leadership capacity. While coaching has dramatically increased in popularity, the evidence-base for its effectiveness has lagged behind. It follows that the evaluation of coaching assignments has been widely urged. As little research on coaching exists in the New Zealand context, we present a case study of an organisation of around 700 staff in which coaching intervention was implemented and its effectiveness evaluated. The Executive were coached on their coaching and training in coaching was sourced. To evaluate the effectiveness of the programme, coaching surveys were completed 12 and 24 months into the project. While effectiveness can be measured in various ways, the present case study asks whether simply the frequency of programmed coaching meetings influences subordinates' perceptions of leader effectiveness, leaders' perception of their own skills and staff culture surveys. In general, the findings showed a positive impact of the coaching intervention. We will discuss the case study by highlighting the impact of coaching and the process by which coaching, as a leadership practice, can be implemented.

Gardner, Dianne; O'Driscoll, Michael; Bently, Tim; Catly, Bevan; Cooper-Thomas, Helena; Roche, Maree; Teo, Stephen T.T. &Trenberth, Linda. *What are New Zealand workplaces doing to manage workplace bullying?*

Workplace bullying is a prevalent and costly problems for individuals and organisations. Recommendations for addressing it tend to focus on organisational initiatives such as policy, procedures, guidelines, systems, training and workplace culture but organisations still have difficulty managing this problem (Hodgins, MacCurtain, & Mannix-McNamara, 2014), and there is little information as to which initiatives are likely to be most effective. The paper presents findings on the prevalence and perceived effectiveness of a range of organisational initiatives, and the impacts that these may have on factors that are important for individual and organisational wellbeing.

Garvey Burger, Jennifer. *Adult Development - Transforming Towards Wisdom.*

We all have a sense of the difference between those who get wiser with experience and those who simply get older, but what really makes that difference possible? We talk about transformation, but what is the form that is trans-formed? As coaches or organisational consultants, we may want to help our clients— and even ourselves—transform towards wisdom. Understanding theories of adult development can make a key difference in supporting a client or group to become more sophisticated in their thinking or their actions.

These theories offer new maps to our understanding of the mysterious terrain of human sense-making, shedding light on the internal logic of our clients—

and ourselves. These maps can help us listen differently to what our clients say, ask different questions about the way they understand the world, and have a more compassionate outlook about what each of us can do today and the potential for new capacities in the future. In this session, Jennifer will offer an overview of the map and a look at how we can help our clients traverse the difficult terrain of their development with more ease.

Harris, Lisa, Cooper-Thomas, Helena & Smith, Peter. *Inputs and Outputs of Newcomer Learning during Socialization: A Meta-Analysis*

With changes in patterns of employment, employees are more mobile and will go through socialisation many times in their careers with an increased need to be productive as soon as possible (Bauer et al., 2007). For employing organisations, recruiting, selecting, and training new employees is a material expense, hence socialising newcomers is a crucial process. This research uses meta-analysis combined with structural equation modelling (SEM) to present a comprehensive overview of research on the topic of newcomer socialisation. In this framework, learning is given a central role in socialisation, with the socialisation tactics used by organisations and the proactive behaviours of newcomers as inputs to newcomer learning. The analysis also examines the relationships between learning and both the proximal (e.g. role clarity) and distal (e.g. job satisfaction) indicators of socialisation. Literature searches were conducted in all major psychology and organisational behaviour online databases, and over 80 individual empirical papers contributed to the analyses. The results illustrate the strengths of relationships between these variables and present a clear summation of the decades of research that has been conducted on this topic. This paper will be of interest to those who are generally interested in I/O psychology, more specifically in the topic of newcomer socialisation, and the data analysis technique of meta-analysis combined with SEM.

Huggins, Thomas; Hill, Stephen; and Peace, Robin. *Extending Ecological Rationality: Impacts of Sharing Media in Complex Scenarios*
Massey University, New Zealand

The contemporary world is characterized by several large scale hazards to human societies and the environments we live in, including climate change impacts, widespread environmental degradation, and other disaster hazards. This paper outlines theoretical concepts concerning cognitive psychology and complexity that help explain the challenges of responding to these hazards and the complex systems which create them. These theories are used to highlight the need for decision-making strategies which do not rely on comprehensive information where comprehensive information is not available. The importance of tools which can support more efficient uses of limited information is outlined, as is the way that these tools help facilitate collaborations between multiple individuals, to combine the computational resources and acquired experience of several adult minds. Existing research has been used to investigate many of the concepts outlined. However, specific research efforts are required to help coalesce cognitive theories with complexity theories and the analysis of group-level interactions, towards improving the tools used to make vitally important decisions under highly challenging conditions. This presentation will appeal to researchers, teachers and practitioners with an interest in information design, industrial/organisational psychology, social psychology and/or applied cognitive psychology.

Kennedy, Barbara and Stiles-Smith, Benita. *Purpose, process and ethics: the question of time-frames in Coaching Psychology*

Psychological practice occurs within contract parameters which need to be clear, explicit and mutually agreed. Pragmatically, financial considerations often shape psychologists' work to pre-agreed time-frames expressed in session numbers/billable hours over a period of weeks/months. This can present ethical dilemmas when a client's need significantly exceeds service-delivery parameters. It is however the practitioner's responsibility to be realistic in negotiating with the client how much of what work might be feasible within the contract. The parameters however, vary enormously across fields of practice and service-delivery models. Typically, coaching psychologists are engaged in service of a specified goal/aspiration, or to address a particular behavioural or performance issue. Three-month time-frames, perhaps with a small number of additional maintenance/followup sessions are a common base-line. Contracting with time-frames also constitutes a healthy boundary for ethical and effective practice, mitigating against risks of dependence emerging in clients and self-serving or complacent practitioner behaviour. However, in this presentation, it is proposed that for some clients, their purpose in seeking coaching may be a more apt basis for framing our contract with them, and that long-term relationships may have a place in Coaching Psychology. Reflecting critically on three cases, challenges and suggestions for good practice will be explored.

Malinen, S., Tonkin, K., Naswall, K. & Kuntz, J. *Can resilience be enhanced through focusing on wellbeing in the workplace?*
University of Canterbury

Resilience has recently surfaced as a popular construct in organisational studies. While the assumption is that higher resilience is better, how to develop organisational and employee resilience is less clear. In this research, we investigated resilience in organisations, and whether a wellbeing intervention (the Wellbeing Game) can enhance employee and organisational resilience. The aims of our research were twofold: to investigate the inter-relationships between trait, employee and organisational resilience, and in particular, whether enhancing employee resilience has implications at the organisational level. Second, we investigated whether playing a wellbeing game influences the resilience constructs, and thus whether resilience is something that can be enhanced with a workplace wellbeing intervention. Employees from two organisations (n=216) took part in this study, with a total of 145 employees taking part in the wellbeing intervention. Participants completed an online survey, responding on measures of wellbeing and trait, employee and organisational resilience. Participants then played the wellbeing game for a period of one month, followed by a follow-up survey, closely identical to the first one. As expected, trait and employee resilience were strongly correlated, while employee and trait resilience both showed significant but small correlations with organisational resilience. The wellbeing game had no effect on organisational or trait resilience; however, employee resilience and wellbeing increased as a function of the game. We discuss the findings in terms of organisational initiatives for enhancing wellbeing and resilience.

McCormick, Iain. *Using acceptance and commitment therapy in executive coaching: A case study*

This paper sets out an individual case study based on an intensive executive coaching programme with an executive who suffered from over-conscientiousness. Acceptance and commitment therapy (ACT) is a form of cognitive behaviour therapy. It is an empirically-based intervention that uses acceptance and mindfulness strategies combined with commitment and action based approaches, to increase psychological flexibility. The ACT approach works well as a part of executive coaching which focuses on an intensive one-on-one behavioural change programme. This case study involves a senior executive whose NEO-PDR personality profile indicated a high score on Emotional Reactions and very high on Work Ethic. After a small number of one hour sessions which were simply filled with the client ventilating about the current situation, a decision was made to conduct a two-day, sixteen-hour intensive coaching programme based on ACT. The first day covered the ACT concepts: clean and dirty thinking, de-fusion, expansion, and mindfulness. The second day covered identifying values, committed action, learning to say 'no' and delegation. Follow up sessions with the executive's manager indicated a substantial improvement in mood and productivity at work. One month and six month follow ups with the client indicated much enhanced family and work relationships as well as considerably better work-life balance. The client's description of the impact of ACT was 'life changing'.

Munro, Shona. *Looking After the Troops. Developing leaders' supportive behaviours to improve the wellbeing of staff*
New Zealand Police

Do bosses cause stress in their staff? How should we be thinking about wellbeing and if we think it's important, what should we be doing about it? This session looks at a programme that has asked those questions, grappled with understanding the answers and attempted to address them. The Creating Healthy Workplaces Project was a 5 year Victoria Health funded project in collaboration with Deakin University Melbourne Australia. One focus of the programme was on improving leader's supportive behaviours to improve the work environment for their staff. A 6 month pilot leadership development and coaching programme for police sergeants was implemented in two large metropolitan police stations. The leadership programme is currently being rolled out to police stations across Melbourne.

Topics include
- A holistic approach to wellbeing – the organisation's responsibility and how coaching can contribute
- The importance of understanding the environment in implementing leadership development initiatives
- The value of taking a transfer of learning approach to leadership development and coaching for improved wellbeing
- Action research - the value in employees owning and driving research into improving their practice

Shona Munro is a Kapiti Coast resident who is currently employed by NZ Police. She led the design and development of the leadership and coaching programme for Deakin University. She was an advisor and coach to the facilitation team (organisational and clinical psychologists), during the

implementation of the programme. She is about to submit her PhD which is an action research thesis based on the project. Shona has many years of experience as a public servant, a business owner and a human performance consultant for Nexus Partners.

O'Connor, Frank. *Engaging workers with maintaining their own wellbeing*

Many larger workplaces now have wellbeing programmes. Some small workplaces do too. What can we learn from reports and observations of the programmes of almost 100 New Zealand organisations? We'll discuss theses, in their diverse aims and outcomes. With goals of improving the work and the workers, what do they actually achieve? What problems do they encounter? Are the results any good? How are the initiatives chosen? How are they evaluated? Where is leverage most easily found? What are the promises most likely to be kept? Given that the case of each organisation is different, and the qualities of data available are incompatible, what gains or concerns might we expect to find? To what extent can we say it's money well spent?

O'Connor, Frank. *Examining mental fitness for work: Unfit or safe for duty?*

In high-stakes workplaces, even with well-formed safety practices, a loss of mental capacity increases risk and is often concealed. Drawing on case examples and legal changes over the last year, we'll discuss the answers presently available and the questions most needing answers. Why does this concealment happen? How does a safety culture practice affect the state of minds on the job? What might a mental safety inspection look like? What does it find? What does it not find? In the event of questions of fitness for work, who is qualified to assess? Is differential diagnosis or job analysis necessary? What help do employers most need to balance a mental safety assessment with a personal privacy expectation? What goes wrong most often? Which laws apply?

O'Driscoll, Michael. *Organisational psychology in Aotearoa New Zealand: Reflections on the past, present and future*

Background. Organisational psychology has been practised in Aotearoa New Zealand for almost 100 years, and there has been considerable expansion in terms of research and practice over this period.

Aims. This presentation will summarize the historical development of organisational psychology within this country, in respect of research and practice. Major themes and threads within these areas will be identified, with consideration of challenges for the development of the discipline, and for the profession as a whole. I will include discussion of future trends in research and application of our skills and knowledge to work contexts.

Main contributions will include: (a) overview of the application of organisational psychology principles to work settings, (b) identification of major issues and challenges for organisational psychologists in Aotearoa, (c) reflections on environmental factors which will influence future practice of organisational psychology, and (d) suggestions of possible new directions for research and practice.

Conclusions. The field of organisational psychology is undergoing major transformation, driven by both external factors (e.g. the changing nature of work) and internal factors (e.g. ongoing development and change within the profession). This presentation will reflect on these changes and potential areas of future development in Aotearoa New Zealand.

Audience: academic and practitioner organisational psychologists.

Stewart, Lisa. *From Land to Brand – The Ngāti Porou Mīere Collective and Indigenous Sustainable Development*

Sustainable development and growth are goals of both the United Nations (UNs) globally and the Māori Economic Development Panel locally in Aotearoa New Zealand. The aim of this presentation is to introduce a case study of an indigenous Māori Collective operating in the thriving mānuka honey industry on the East Coast. The Ngāti Porou Mīere Collective's goal is to own the whole honey supply chain in their area, from land ownership to beekeeping to extraction to marketing and exporting of their strong Māori-branded product to the lucrative Asian markets. Founded on tikanga Māori ngā uara/values and rangatiratanga/leadership, the Ngāti Porou Mīere Collective uses evidence-based science, strategic business practice, and indigenous strengths and resources to create jobs and sustainable livelihoods for their people. The main contribution of this presentation to the IO psychology knowledge base is to introduce an indigenous model of business development and growth which operates at the nexus of psychology (IO and indigenous), sociology, business administration and economics (with relevance to the UN's sustainable development goals) to demonstrate how a 'by Māori, for Māori' approach can lead sustainable economic development for te iwi Māori, and even for Aotearoa New Zealand.

Stewart, Lisa. *The Meihana Model: Engaging Effectively with Maori Clients*

What does effective and culturally responsive engagement with a Māori client look like?

The Meihana Model provides insight, and a practical way forward for IO (and other business consulting) practitioners. Originally developed by Suz Pitama and her team at Otago University based in Christchurch in her work and teaching in the medical consultation arena, the Meihana Model is easily adapted for the IO and business consulting context. While this presentation will provide details of the Meihana Model's components, the focus will be on the application of those components during an IO consultation. Applied uses for the Meihana Model include coaching, career development, and general needs analysis.

Lisa Stewart is the IO Programme Coordinator at Massey University in Albany, and the Director of Māramatanga Consultants Ltd based on the North Shore in Auckland with iwi affiliations to Te Āti Haunui-a-Pāpārangi, Ngā Puhi and Tūwharetoa. In business, Lisa specialises in enhancing Māori workforce performance through enlightened leadership. Her academic and work practices are informed by knowledge of Māori cultural practices in the workplace, her academic qualifications in business management, human resource training and development, industrial/organisational psychology, and over 25 years experience in a range of sectors including manufacturing, travel (including duty free), building and construction, and tertiary education. Lisa also has research interests in Māori approaches and innovation in business leadership, strategy, organisational culture, organisational wellbeing, staff motivation,

and cultural competence in IO teaching and practice.

Soykan, Andrea, Edwards, Terence & Gardner, Dianne. *Subjective Well-Being in New Zealand Teachers: An Examination of the Role of Psychological Capital*

This study examines the relationship between psychological capital (PC) and well-being in a sample of 1,502 teachers. Teaching has been consistently identified as one of the most stressful occupations, a situation that inherently raises questions about teacher wellbeing. This study explores the extent to which PC can act as a protective factor against stress and examines the role of appraisal and coping in the stress-strain relationship. Primary and secondary teachers completed surveys measuring PC, challenge and threat appraisal, task-focused and emotion-focused coping, affect, perceived stress, and life satisfaction. Data analysis identified direct and indirect effects of PC on outcome measures of wellbeing and stress. Teachers with higher levels of PC reported higher levels of well-being and lower levels of stress. PC was positively related to life satisfaction (r = .47, p <.01) and positive affect (r = .63, p <.01), and negatively related to perceived stress (r = -.66, p <.01) and negative affect (r = -.61, p <.01). In addition, psychological capital was a significant predictor of outcome measures. Psychological capital was positively related to challenge appraisal and task-focussed coping, and negatively related to threat appraisal and emotion-focussed coping. Teachers high in psychological capital were more likely to appraise a situation as a challenge than a threat and were more likely to use task-focused coping.

Tapara, Trish. *Being the Best Coach for the Job – Internal or External Workplace Coaches*

Recent discussions on the social networks argue the value of internal versus external coaches especially when the focus is on dealing with 'performance issues'. Trish will bring this debate into the room exploring the potential for building the capability of managers as coaches. Trish will draw on the research that points to the value of internal coaches and ask "what role can we play in coaching psychology to build their capability?" Trish is currently working in an organisation with managers who need to engage with their team members to discuss their aspirations and potential. She will share her learnings and insights from the intervention. Together we will explore the question – "how as coaches and psychologists can we help them to achieve success through their coaching conversations?"

Trish Tapara is the current Chair of the Coaching Psychology SIG. She is a registered psychologist and owner/director of In Balance Consulting with extensive experience working with organisations to support them and their people to navigate change and build wellbeing. Trish specializes in the development of leaders and individuals through learning interventions and coaching and has expertise in the area of authentic leadership. Trish's special interest in Coaching Psychology comes from her belief that we all have unique and special capability and untapped potential.

Tuckey, Michelle. *Psychosocial safety at work: Spotlight on safety climate and risk assessment*
University of South Australia

In this presentation, Associate Professor Tuckey will discuss the nature and origins of psychosocial hazards at work. She will overview the concept of psychosocial safety climate as a leading indicator of psychosocial risks, illustrated by data from the Australian Workplace Barometer national survey of working conditions and with specific examples from her research program on workplace bullying. She will then overview strategies to manage psychosocial hazards, with a spotlight on building a strong climate for psychosocial safety supplemented by systematic risk assessment and control measures.

Associate Professor Michelle Tuckey leads a program of research into wellbeing at work, focused on workplace bullying and occupational stress, the results of which have been published in leading scientific journals and industry publication outlets. She has given keynote and plenary presentations at national and international academic and industry conferences, along with a range of expert addresses. By invitation she serves on the editorial boards of *Journal of Occupational Health Psychology* and *International Journal of Stress Management,* and on the Management Committee of *Crisis Intervention and Management Australasia*. Michelle's research has been translated into policies and practices that protect the psychological safety of workers, nationally and internationally. For example, the findings have been applied within Corrective Services NSW, SA Fire and Emergency Services Commission, SA Country Fire Service, SA State Emergency Service, and NSW Police Force.