



Guidelines on the  
Full membership of Division of Work and  
Organisational Psychology

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Division of Work & Organisational Psychology

Date: February 2016

## Section One Introduction

### Rationale

As part of the work of the Division of Work & Organisational Psychology (DWOP), the committee is constantly working to enhance the quality of Work & Organisational Psychologists in Ireland, ensuring the qualification is relevant to the world of work and in line with International best practice.

These guidelines provide an outline of the process and criteria, through which one attains the core competencies to become a full member of the Division of Work & Organisational Psychology – the award Registered Work & Organisational Psychologist.

To be a Registered Psychologist under the PSI route, all information and regulation to becoming a Registered Psychologist can be found on the Society website. The information below is to assist trainees and supervisors in providing a framework to underpin the period of supervision.

### Process Outline

The steps in becoming a Registered Work & Organisational Psychologist are as follows:

- Step 1:** Become a Registered Psychologist with the Psychological Society of Ireland using the application form and direction from the PSI rules and regulations
- Step 2:** Apply for full membership of DWOP and become a Registered Work & Organisational Psychologist

We have purposely strived to ensure that the requirements to become a Registered of Work & Organisational Psychologist are similar to those required in becoming a Registered Psychologist – however, we have provided additional structure around what should be covered during the required supervised practice.

We suggest that you consider these guidelines when embarking on your route to Registration so that you are accumulating the necessary competences and competencies to become a Registered Work & Organisational Psychologist - then all you will need to do (in conjunction with your application for PSI Registration), is submit an application to join the Specialist Register of Work and Organisational Psychology signed by your Supervisor.

## Framework for Becoming a Registered Work & Organisational Psychologist

It is envisaged that, to become a Registered Work & Organisational Psychologist, the applicant and Supervisor work together following the structures of the framework outlined below.

There are three domains of technical expertise and five core competency areas across which the applicant needs to demonstrate proficiency shown in Figure 1.

**Figure 1: Work & Organisational Psychology Competence Areas**

Domains of Technical Expertise	Core Competencies
Work Psychology Domain	Framing, Measuring and Solving Problems
People Psychology Domain	Communication, Influence and Change
Organisational Psychology Domain	Professional, Legal and Ethical Approach
	Service Implementation/Intervention Skills
	Professional and Public Relations

Based on the three domains of Work Psychology, People Psychology and Organisational Psychology the applicant will provide evidence of both depth and breadth of experience.

- 180 days relevant breadth of experience
- 180 days of depth of experience

The five core competency areas across which the applicant needs to demonstrate increasing proficiency measure the **Quality of Experience**.

Work & Organisational Psychologists seeking Specialist Registration should build up their evidence through written narrative, discussion or both with their Supervisor. DWOP suggest at least one meeting per quarter.

A full listing of the domains with knowledge areas is in section two and several items of example for support are in Appendix 1.

Once the Supervisor is satisfied the applicant has met the requirements in terms of depth, breadth and proficiency the Supervisor signs the application form for Registration as a Work & Organisational Psychologist.

STAGE	REQUIREMENTS	QUALITY OF EXPERIENCE
Develop <b>Breadth</b> of Technical Expertise (under supervision)	<p>Log 180 day supervised practice.</p> <p>The purpose of Stage 2 is for the Psychologist to demonstrate breadth of experience across the 3 domains. Within each domain applicants are required to select a minimum of 3 knowledge areas.</p> <p>Applicants must have a minimum of 10 days experience in each of these knowledge areas and not more than 20 days in any one knowledge area.</p> <p>The remaining 90 days practice are to be drawn from any knowledge area up to a maximum of 20 days in any area.</p>	<p>Demonstrate the ability to apply and communicate core principles, practices and techniques related to the technical area</p> <p>Is likely to apply technical skills in well structured, defined engagement settings with limited supervision</p> <p>May operate as part of a wider team in planning and executing assignments</p>
Demonstrate <b>Depth</b> of Expertise (under supervision)	<p>R180 days of supervised practice.</p> <p>The purpose of Stage 3 is for the applicant to demonstrate depth of experience and capacity to work independently without supervision.</p> <p>The applicant must log 180 days supervised experience in one of the knowledge areas, or may log a minimum of 90 days in each of two knowledge areas which can be either within or across domains</p>	<p>Demonstrate an in-depth knowledge of principles, practices and techniques related to the technical area</p> <p>Applies technical skills to address more complex or diverse client requirements, often linking psychological concepts from different relevant areas</p> <p>Demonstrates an ability to lead a project independently within technical specialism from beginning to end</p>

## Capturing your Experience

The key to registration as a Work & Organisational Psychologist is the experience gained whilst under Supervision. The applicant working with their Supervisors should chronicle the experience gained and use the Framework as a guide. Psychologists and Supervisors are required to complete the application form and should, for their own benefits record the experience as it is being gained to steer the development.

## **Section Two Introduction to the Competence Areas**

### **Domains of Technical Expertise**

Technical expertise refers to the knowledge domains of Work & Organisational Psychology which is acquired progressively through applying knowledge acquired from postgraduate degree(s) and on-the-job knowledge to specific work the individual is asked to undertake when they commence using their academic knowledge. This content falls into three main domains: Work Psychology Domain; People Psychology Domain; and the Organisational Psychology Domain.

Each of these are explained below.

#### **Work Psychology Domain**

The Work Psychology Domain concerns people's work activity, or the way in which people deal with their tasks.

Persons are seen as workers who (individually and collectively) perform tasks that are derived from the work processes taking place in the organisation. Important subjects are: tasks, work environment, time arrangements, performance, error, effort, load, fatigue, task design, tool design (cf. ergonomics), etc.

#### **People Psychology Domain**

The People Psychology Domain concerns the relationship between persons and the organisation, in particular the establishment of the relationship, its development, and termination. Persons are seen as individuals who at a certain stage of their career become 'employees' of an organisation. Important subjects are: choice processes of individuals and organisations, abilities and capabilities, needs and need fulfilment, commitment, methods of selection, career development, appraisal, pay, training, etc.

#### **Organisational Psychology Domain**

The Organisational Psychology Domain concerns the (collective) behaviour of people in relation to the shaping and functioning of socio-technical arrangements designated as organisations. People are involved in this arrangement as 'members'. Important subjects are: communication, decision making, power, leadership, participation, cooperation, conflict, organisational culture, organisational structure, technology, organisational change, inter-organisational relations etc.

**Figure 3: Technical Domain Knowledge Areas**

Work Psychology Knowledge Areas	People Psychology Knowledge Areas	Organisational Psychology Knowledge Areas
<ul style="list-style-type: none"> <li>• The Analysis of Work in the 21st Century</li> <li>• Measurement in Work and Organisational Psychology</li> <li>• Work and Workplace Design</li> <li>• Ergonomics</li> <li>• Human-Machine Interaction</li> <li>• Health and Safety at Work</li> <li>• Prevention of Human Errors and Accidents</li> <li>• Work Time and Behaviour at Work</li> <li>• Attitudes at Work: Job Satisfaction, Job Involvement, Organisational Commitment and Engagement</li> <li>• Work Motivation</li> <li>• Employee Sickness, Absence, Attrition and Turnover</li> <li>• Psychological Aspects of Workload and Work Stress</li> <li>• Work-Life Balance</li> <li>• Diversity in the Labour Market and Workplace</li> <li>• Interface between Work and Organisational Psychology and Economic Psychology</li> <li>• Work Socialization of Young People</li> </ul>	<ul style="list-style-type: none"> <li>• Job Analysis, Job Evaluation and Task Characteristics</li> <li>• Personnel Selection: Principles, Predictors, Models and Techniques</li> <li>• The Recruitment/Selection Process</li> <li>• Structure, Measurement, Validity and Use of Personality Constructs</li> <li>• Assessment/Development Centre Methods</li> <li>• Assessment of Performance: Individual, Group and Organisational</li> <li>• Performance Development, Management and Feedback</li> <li>• Individual Development in the Workplace</li> <li>• Reward Systems</li> <li>• Design, Development, Delivery and Evaluation of Interventions in Organisation</li> <li>• Organisational Training and Development</li> <li>• Career Development and Management</li> <li>• Management Development</li> <li>• Participative Management</li> <li>• Psychological Contracts</li> <li>• Developing Policy and Procedures for Optimising Individual and Organisational Functioning</li> <li>• Counterproductive Behaviours at Work</li> <li>• Coaching and Mentoring Systems</li> <li>• Older Workers</li> <li>• Conflict, Negotiation and Conflict Management</li> <li>• Well-being, Burnout and Engagement</li> <li>• Leadership: Theories and Models</li> <li>• Teams, Team Development and Multi-team Systems</li> <li>• Group Dynamics at Work</li> <li>• Effective Communication in Organisations</li> <li>• Effective Decision Making and Judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of Organisation</li> <li>• Structure and Process in Organisations</li> <li>• Productivity and Effectiveness in Organisations</li> <li>• Organisational Culture</li> <li>• Planned Change in Organisations</li> <li>• Organisational Development</li> <li>• Downsizing, outsourcing</li> <li>• Reemployment</li> <li>• Interaction with community</li> <li>• Assessment of Organisational Change</li> <li>• The Levers of Organisational Change: Facilitators and Inhibitors</li> <li>• Organisational Psychology in a Cross-cultural Perspective</li> <li>• Developments of Socio-technical Systems Design</li> <li>• Interorganisational Networks</li> <li>• Interaction of Person/Group-Organisational Environment</li> <li>• Positive Psychology and Organisational Development</li> <li>• Organisations in Context: Ecological Aspects of Work and Organisational Psychology</li> <li>• Organisational Diagnosis</li> <li>• Organisational Consulting</li> <li>• Strategic Management &amp; Management Interventions</li> <li>• Industrial Democratisation and Industrial Relations</li> <li>• Automation: Socio-Organisational Aspects</li> <li>• Transformations to a Market Economy</li> </ul>

## Breadth and Depth of Expertise within the Technical Domains

Applicants are required to demonstrate breadth and depth of expertise within the Technical Domain.

There are three stages of development of this expertise.

Stage 1	Development of knowledge and understanding through an accredited Masters programme
Stage 2	Development of breadth of experience across the three technical domains through supervised practice
Stage 3	Development of a depth of experience in one or two knowledge areas

The depth and breadth of experience is measured by both number of days as well as quality of experience at Stages 2 and 3.

Figure 4 gives an overview of the stages of supervised practice, indicating the number of days required to demonstrate breadth of experience (stage 2) and the number of days required for depth of experience (stage 3).

In order to demonstrate expertise, the **Quality of Experience** is as important as the number of days completed. To secure registration, Psychologists in Training need to demonstrate that the type of experience that they have had is at the right level.

For Stage 2, it is expected that the Applicant is able to apply Work & Organisational Psychology skills within a well defined project, possibly under guidance from a more senior team member or with the support of other colleagues on the team.

For Stage 3, it is expected that the Applicant brings a greater confidence and competence in applying their technical expertise independently.

Stage 2 and Stage 3 can be completed simultaneously, and it is also possible to be in Stage 2 for some areas and Stage 3 for others.

## 3.2 Core Competencies

Along with technical expertise, there are five core competency areas across which the Psychologist in Training needs to demonstrate increasing proficiency. These measure the **Quality of Experience**. The five competencies are:

1. Framing, Measuring and Solving Problems
2. Communication, Influence and Change
3. Professional, Legal and Ethical Approach
4. Service Implementation/Intervention Skills
5. Professional and Public Relations

These competencies are acquired progressively moving from:

- **Foundation** – where the Work & Organisational Psychologist requires close supervision for most tasks undertaken
- **Proficiency** – where the Work & Organisational Psychologist demonstrates competence in some areas but still requires supervision for other tasks
- **Excelling** – where the Work & Organisational Psychologist demonstrates the capacity to practice independent of the need for supervision

Below you will find definitions of the five-competency framework. This core competency framework breaks down each competency into behavioural indicators which demonstrate each of these three increasing levels of proficiency. In logging experience Applicants need to provide evidence of progressively acquiring competence using these indicators to their Supervisors.

### 1. Framing, Measuring and Solving Problems

The components of this competency include the capacity to define a problem, to collect and evaluate data, to determine appropriate strategies and to implement an evaluation of the problem process. It is involved with systematic psychological assessment, evaluation and problem solving with individual groups, organisations and communities. This competency focuses on the knowledge and skills required from the point of defining the problem to the evaluation of the outcome.

### 2. Communication, Influence and Change

This competency deals with communication by psychologists with their individual or organisational clients, other psychologists, other professionals, and the public. It recognises the importance of clearly conveying psychological ideas derived from discipline knowledge, research and practice, and includes the response of psychologists to feedback and

information from others. It addresses the role of psychologists as agents of change at individual, organisational and community level, covering their influence in adapting psychological principles to assist clients to achieve positive outcomes, to promote implementation of appropriate recommendations and show leadership.

### **3. Professional, Legal and Ethical Approach**

This competency is concerned with legal and ethical aspects of the professional practice of work and organisational psychology. In particular, it focuses on the ability to apply informed judgment and the best current scientific practices and principles to the workplace. Key components of this are maintaining and updating the knowledge and skills required for professional development as a work and organisational psychologist and continued education through contact with advances in the discipline and practice. The principle components of this competency involve the capacity to recognise the boundaries of services provided by work and organisational psychologists, behaving in accordance with the code of professional conduct of PSI and with all other relevant legislation, behaving in a responsible and autonomous way as a work and organisational psychologist, managing professional activities, and maintaining and updating knowledge and skills bases.

### **4. Service Implementation/Intervention Skills:**

The components of this competency cover the steps involved in the planning, design, provision and evaluation of psychological services to the discipline, and to individual, group or organisational clients and other interested parties. It includes the range of services provided, the types of clients involved, and the contexts in which competent performance is required. It draws on the knowledge base of the discipline and problem solving skills. Its component parts involve the capacity to: establish professional relationships; explore the nature of the service required; negotiate the service contract; investigate identified issues relevant to the delivery of service; develop and/or plan for service delivery; implement and review service plan, and, evaluate the impact of services.

### **5. Professional and Public Relations**

The components of this competency include the capacity to engage the client or clients, adopt an independent or team approach where appropriate, clarify roles and responsibilities in consultation with the client (individual, group, organisation or community), accept and initiate supervision of projects and people as necessary, and apply knowledge to the community. It is concerned with the knowledge, skills and attitudes involved in establishing and maintaining effective relationships with clients, other psychologists, and with members of other professional and non-professional groups.

### 3.2.1 Levels of Proficiency

It is expected that the applicant will be able to demonstrate that they have acquired increasing level of competency throughout their supervised experience. In logging their experience, applicants need to provide evidence of progressively acquiring competence using the indicators outlined in the competency framework. Figure 4 provides an indication of levels of proficiency against competencies. For qualification applicants should attain Excelling in the competency Professional, Legal and Ethical Approach. Proficient is sufficient in all other areas.

The Work & Organisational Psychologist will move from the Foundation level of proficiency, where the Psychologist requires close supervision for most tasks undertaken; to the **Developing** level of proficiency where the Psychologist demonstrates competence in some areas but still requires supervision for other tasks; to full **Proficiency**, where the Psychologist demonstrates the capacity to practice independent of the need for supervision

**Figure 4: Example of Levels of Proficiency in respect to the Communication, Influence and Change Competency**

<b>Aspects of Communication, Influence and Change</b>	<b>Foundation</b>	<b>Proficient</b>	<b>Excelling</b>
Communicates effectively and appropriately	<ul style="list-style-type: none"> <li>• Speaks clearly and distinctly</li> <li>• Is crisp and focused in communications</li> <li>• Effectively uses non verbal cues to facilitate communication</li> <li>• Gives clear, understandable instructions / direction to others</li> <li>• Listens actively and attends non judgmentally and non defensively to the views of others</li> <li>• Prepares appropriate audio visual materials</li> </ul>	<ul style="list-style-type: none"> <li>• Can effectively tailor communication to meet the needs of the audience</li> <li>• Communicates with clients, colleagues and others in a language appropriate to the context</li> <li>• Uses written language in a form appropriate to the context and the intended audience</li> <li>• Provides appropriate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently delivers talks to a range of professional and community groups</li> <li>• Prepares high quality research and consultancy reports</li> <li>• Has the ability to effectively coach others in effective communication and listening skills</li> <li>• Effectively breaks down communication barriers between others</li> <li>• Initiates difficult or uncomfortable communications with others rather than avoiding them</li> <li>• Demonstrates the ability to leverage multiple communication channels</li> <li>• Facilitates exchange of opinions across organisation / community group</li> </ul>

## Core Competency: Framing, Measuring & Solving Problems

The components of this competency include the capacity to define a problem, to collect and evaluate data, to determine appropriate strategies and to implement an evaluation of the problem process. It is involved with systematic psychological assessment, evaluation and problem solving with individual groups, organisations and communities. This competency focuses on the knowledge and skills required from the point of defining the problem to the evaluation of the outcome.

<b>Framing, Measuring &amp; Solving Problems</b>	<b>Foundation</b>	<b>Proficient</b>	<b>Excelling</b>
Problem definition	<ul style="list-style-type: none"> <li>Understands that problem presentation and cause may differ</li> <li>Formulates relevant questions/hypotheses based on knowledge with supervisor</li> <li>Proposes reframe of problem based on discipline knowledge to supervisor</li> <li>Understands systems theory and its application to problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates and determines domains to be investigated based on client description of the problem</li> <li>Offers a reframing of the problem presented based on experience</li> <li>Formulates relevant questions/hypotheses based on knowledge and experience</li> <li>Applies discipline knowledge, systems theory and non psychological knowledge to problem definition</li> </ul>	<ul style="list-style-type: none"> <li>Identifies potential underlying causes to presenting problem</li> <li>Asks relevant and searching questions to reach underlying problem</li> <li>Proposes reframe of problem with client</li> <li>Places the problem into the wider context of the systems and processes</li> </ul>
Data Gathering	<ul style="list-style-type: none"> <li>Understands and locates data sources</li> <li>Uses data gathering methodologies effectively</li> <li>Designs data collection strategy under supervision</li> <li>Understands reliability and validity criteria for assessment of data</li> <li>Collects data under supervision</li> <li>Understands the impact of systems on problem manifestation</li> </ul>	<ul style="list-style-type: none"> <li>Determines data collection strategies based on knowledge and experience</li> <li>Determines data analysis method based on experience</li> <li>Applies reliability and validity criteria for assessment of data</li> <li>Collects data framed in a way appropriate to analysis methodology</li> </ul>	<ul style="list-style-type: none"> <li>Identifies obvious and not so obvious data sources</li> <li>Involves client system in data collection strategy design</li> <li>Determines data analysis method and uses client resource where possible</li> <li>Applies reliability and validity criteria for assessment of data</li> <li>Collects data framed in a way appropriate to analysis methodology</li> </ul>
Diagnosis	<ul style="list-style-type: none"> <li>Has knowledge of diagnostic tools for data analysis</li> <li>Proposes analysis methodologies to supervisor</li> <li>Understands the distinction between surface causes and underlying causes</li> <li>Understands the impact of systems</li> </ul>	<ul style="list-style-type: none"> <li>Brings experience in the use of diagnostic tools for data analysis</li> <li>Interprets data in context of discipline knowledge and of problem situation</li> <li>Uses diagnosis of surface causes to reach underlying causes</li> <li>Applies knowledge of wider system to contextualise problem manifestation</li> <li>Synthesises and evaluates data from all sources</li> </ul>	<ul style="list-style-type: none"> <li>Conducts the diagnosis using a number of diagnostic tools to give a full scenario of the problem</li> <li>Interprets data in context of the wider system in which the problem is presented using knowledge experience and consultation with the system</li> <li>Uses diagnosis of surface causes to reach underlying causes</li> </ul>
Proposing solutions	<ul style="list-style-type: none"> <li>Researches solution strategies based on diagnosis</li> <li>Understands the application of implementation strategies in the context of the problem</li> <li>Tentatively sets out possible conclusion and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Sets out clear conclusions and recommendations from investigation</li> <li>Selects a range of solutions strategies based on diagnosis and selects most appropriate</li> <li>Brings a fresh perspective and innovative thinking to the generation of solutions</li> </ul>	<ul style="list-style-type: none"> <li>Builds strategies tailored to the context and situation of the problem</li> <li>Involves the system in strategy design and implementation</li> </ul>
Implement ongoing evaluation	<ul style="list-style-type: none"> <li>Understands evaluation methodologies</li> <li>Understands the need to reassess strategy in the</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate evaluation methodology</li> <li>Builds evaluation processes into proposal of solutions</li> </ul>	<ul style="list-style-type: none"> <li>Builds a wide range of evaluation processes into reviewing the solution</li> <li>Reassesses solution in the</li> </ul>

	light of ongoing evaluation data	<ul style="list-style-type: none"> <li>Reassess solution in the light of ongoing evaluation data and adapts accordingly</li> </ul>	light of ongoing evaluation data and adapts accordingly
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**Core Competency: Communication, Influence and Change**

This competency deals with communication by psychologists with their individual or organisational clients, other psychologists, other professionals, and the public. It recognises the importance of clearly conveying psychological ideas derived from discipline knowledge, research and practice, and includes the response of psychologists to feedback and information from others. It addresses the role of psychologists as agents of change at individual, organisational and community level, covering their influence in adapting psychological principles to assist clients to achieve positive outcomes, to promote implementation of appropriate recommendations and show leadership.

<b>Communication, Influence &amp; Change</b>	<b>Foundation</b>	<b>Proficiency</b>	<b>Excelling</b>
Communicates effectively and appropriately	<ul style="list-style-type: none"> <li>Speaks clearly and distinctly</li> <li>Is crisp and focused in communications</li> <li>Effectively uses non verbal cues to facilitate communication</li> <li>Gives clear, understandable instructions / direction to others</li> <li>Listens actively and attends non judgmentally and non defensively to the views of others</li> <li>Prepares appropriate audio visual materials</li> </ul>	<ul style="list-style-type: none"> <li>Can effectively tailor communication to meet the needs of the audience</li> <li>Communicates with clients, colleagues and others in a language appropriate to the context</li> <li>Uses written language in a form appropriate to the context and the intended audience</li> <li>Provides appropriate feedback</li> </ul>	<ul style="list-style-type: none"> <li>Confidently delivers talks to a range of professional and community groups</li> <li>Prepares high quality research and consultancy reports</li> <li>Has the ability to effectively coach others in effective communication/listening skills</li> <li>Effectively breaks down communication barriers between others</li> <li>Initiates difficult or communications with others rather than avoiding them</li> <li>Demonstrates the ability to leverage multiple communication channels</li> <li>Facilitates exchange of opinions across organisation / community group</li> </ul>
Communicates information about relevant psychological services to potential clients	<ul style="list-style-type: none"> <li>Builds strong and sustainable work relationships with others</li> <li>Demonstrates the ability to effectively explore audience needs and expectations</li> <li>Has some awareness and understanding of potential psychological services available to the client</li> <li>Knows where / how to access information</li> <li>Has some experience of sourcing relevant information for clients</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates customer needs</li> <li>Has a strong awareness and sound understanding of the range of psychological services available to the client</li> <li>Can effectively appraise research / information and communicate the benefits of it from a service user perspective</li> <li>Effectively relays information to wider audiences in a format that they understand</li> </ul>	<ul style="list-style-type: none"> <li>Has the professional knowledge and expertise to recommend specific psychological services appropriate to the client / client group needs and makes referrals/ recommendations</li> <li>Can confidently explain the rationale underlying particular interventions / programmes</li> <li>Drives enhancement of products / services based on customer needs</li> <li>Establishes audience understanding of information</li> </ul>
Provides direction in individual, group, organisational and community change	<ul style="list-style-type: none"> <li>Demonstrates knowledge of the psychological principles that affect change</li> <li>Is quick to recognise situations or conditions where change is needed</li> </ul>	<ul style="list-style-type: none"> <li>Provides significant direction in relation to individual / group / organisational / community change</li> <li>Makes recommendations / suggestions on change</li> <li>Confidently adapts or shifts priorities in response to the needs of individuals / groups</li> <li>Helps others translate new change goals into practical implementation plans</li> </ul>	<ul style="list-style-type: none"> <li>Has the capacity to take management responsibilities as appropriate</li> <li>Demonstrates the ability to plan, direct and monitor organisational / community activities</li> <li>Demonstrates the ability to coach others in accomplishing goals in changing circumstances or an unstructured environment</li> </ul>

<p>Applies and raises awareness of psychology in public arena</p>	<ul style="list-style-type: none"> <li>● Develops persuasive arguments for the application of psychological research (as appropriate)</li> <li>● Increases public's awareness of psychology and its application</li> </ul>	<ul style="list-style-type: none"> <li>● Encourages new appropriate applications within the discipline and other settings</li> <li>● Conveys possible contributions of psychological expertise to other professionals and the community at large</li> <li>● Knows the potential contribution of work and organisational psychology to public policy</li> </ul>	<ul style="list-style-type: none"> <li>● Successfully publishes own research in relevant journals</li> <li>● Identifies new opportunities for psychological contribution to other areas</li> <li>● Conveys potential contribution of work and organisational psychology's to public policy as appropriate</li> <li>● Contributes to the political agenda with relevant psychological inputs as appropriate</li> </ul>
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## Core Competency: Professional, Legal and Ethics

This competency is concerned with legal and ethical aspects of the professional practice of Work & Organisational psychology. In particular, it focuses on the ability to apply informed judgment and the best current scientific practices and principles to the workplace. Key components of this are maintaining and updating the knowledge and skills required for professional development as a work and organisational psychologist and continued education through contact with advances in the discipline and practice. The principle components of this competency involve the capacity to recognise the boundaries of services provided by Work & Organisational psychologists, behaving in accordance with the code of professional conduct of PSI and with all other relevant legislation, behaving in a responsible and autonomous way as a work and organisational psychologist, managing professional activities, and maintaining and updating knowledge and skills bases.

Aspect of Professional, Legal and Ethics	Foundation	Proficient	Excelling
Establish and recognise the boundaries of services provided by W&OPs	<ul style="list-style-type: none"> <li>Understands the scope of services W&amp;OPs provide</li> <li>Understands the need to communicate limits to client</li> </ul>	<ul style="list-style-type: none"> <li>Acts in a way appropriate for a W&amp;OP (in accordance with expertise in this area)</li> <li>Conveys area of expertise accurately</li> </ul>	<ul style="list-style-type: none"> <li>Refers on non W&amp;OP problems to other experts as appropriate</li> <li>Gets relevant training before providing service outside area of expertise as W&amp;OP</li> </ul>
Behave in accordance with Code of Professional Conduct of PSI and all other legislations relevant to the services proved by W&OPs	<ul style="list-style-type: none"> <li>Understands the ethical, legal and professional codes relevant to good practice as a W&amp;OP</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the client and acts in accordance with their needs</li> </ul>	<ul style="list-style-type: none"> <li>Acts and behaves towards client in ways consistent with all relevant and professional requirements for W&amp;OPs</li> </ul>
Behave as a responsible and autonomous W&OP	<ul style="list-style-type: none"> <li>Understands responsibilities as a W&amp;OP</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for their own professional decisions</li> <li>Consults appropriately with colleagues to resolve ethical dilemmas encountered</li> </ul>	<ul style="list-style-type: none"> <li>Balances the need of the client against all other relevant legal and professional obligations</li> <li>Displays sensitivity to cultural diversity in their professional dealings</li> <li>Avoids biased behaviour in the provision of professional services as a W&amp;OP</li> </ul>
Manage professional activities as a W&OP	<ul style="list-style-type: none"> <li>Understands the need for professional procedure and processes for managing their activities and relationships with clients</li> </ul>	<ul style="list-style-type: none"> <li>Retains and maintains all relevant records of professional activities as a W&amp;OP in a secure environment</li> <li>Uses proper accounting and billing procedures</li> <li>Responds in a timely and adequate manner to all professional demands and enquires made to them</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the limits of their capacity to meet professional demands made on them in a responsible way</li> <li>Advises clients of the limitation on their capacity to meet demand made on them responsibly</li> </ul>
Maintain and update knowledge in accordance with	<ul style="list-style-type: none"> <li>Understands the need to continually maintain and update knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Maintains their awareness of current literature and practices</li> </ul>	<ul style="list-style-type: none"> <li>Maintains critical and scientific attitudes to new developments in W&amp;OP</li> <li>Engages in ongoing CPD</li> </ul>

the rules laid down by PSI and DWOP			<ul style="list-style-type: none"><li>• Keeps CPD log up to date</li></ul>
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## Core Competency: Service Implementation/Delivery Skills

The components of this competency cover the steps involved in the planning, design, provision and evaluation of psychological services to the discipline, and to individual, group or organisational clients and other interested parties. It includes the range of services provided, the types of clients involved, and the contexts in which competent performance is required. It draws on the knowledge base of the discipline and problem solving skills. Its component parts involve the capacity to: establish professional relationships; explore the nature of the service required; negotiate the service contract; investigate identified issues relevant to the delivery of service; develop and/or plan for service delivery; implement and review service plan, and, evaluate the impact of services.

Aspect of Service Implementation	Foundation	Proficient	Excelling
Establish professional relationships with regard to implementation	<ul style="list-style-type: none"> <li>Builds professional relationships with clients</li> <li>Understands who their clients are</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates insight into client needs and expectations</li> <li>Identifies conflicting expectations with respect to service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates clients to reach greater levels of insight</li> <li>Resolves conflicting expectations with respect to service delivery</li> </ul>
Explore nature of service required	<ul style="list-style-type: none"> <li>Understands some of the service options available to clients</li> </ul>	<ul style="list-style-type: none"> <li>Identifies suitable options &amp; expertise required to deliver</li> <li>Engages client in selection of appropriate service options</li> </ul>	<ul style="list-style-type: none"> <li>Moves beyond obvious service options for clients to build a more comprehensive solution</li> </ul>
Negotiate service contract	<ul style="list-style-type: none"> <li>Understands the questions to be answered and decisions/action to be taken as part of service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Identifies nature, time frame, costs and benefits of services</li> <li>Identifies and resolves potential ethical problems</li> <li>Establishes ownership of data, and nature of recipients of any reports to be prepared</li> <li>Develops documentation in support of service contract appropriate to nature and level of services</li> </ul>	<ul style="list-style-type: none"> <li>Identifies processes to deal with contingencies</li> <li>Ensures informed consent and adequate consultation for service contract</li> </ul>
Develop/plan for service delivery	<ul style="list-style-type: none"> <li>Understands how to go about building service delivery plan</li> </ul>	<ul style="list-style-type: none"> <li>Identifies most effective methods and techniques to attain service goals</li> <li>Identifies available resources for program implementation</li> <li>Develops specific service plan to ensure effective delivery on requirements</li> <li>Evaluates social, ethical and resource constraints</li> </ul>	<ul style="list-style-type: none"> <li>Specifies service goals in terms of highest standards attainable in the profession</li> <li>Builds comprehensive service plans to deliver complex requirements effectively</li> </ul>
Implement and review service plan	<ul style="list-style-type: none"> <li>Understands the key components of high quality service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Implements high quality service</li> <li>Reviews progress at appropriate stages and modifies plan appropriately</li> <li>Records appropriate information effectively</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to deliver best-in-class service</li> <li>Puts in place anticipatory review processes to track quality in a systematic manner</li> </ul>
Evaluate impact of services	<ul style="list-style-type: none"> <li>Appreciates the need for evaluation of services and format this may take</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates impact of service on client: short &amp; long term</li> <li>Evaluates impact of service on others: short &amp; long term</li> </ul>	<ul style="list-style-type: none"> <li>Conducts cost/benefit analysis for work/outcome</li> <li>Initiates on-going peer review of service delivery</li> <li>Monitors and develops new service opportunities</li> </ul>

		<ul style="list-style-type: none"><li>• Undertakes evaluation of own role in implementation</li><li>• Records service delivery and outcome maintaining appropriate standards of privacy and confidentiality</li></ul>	
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## Core Competence: Professional and Public Relations

The components of this competency include the capacity to engage the client or clients, adopt an independent or team approach where appropriate, clarify roles and responsibilities in consultation with the client (individual, group, organisation or community), accept and initiate supervision of projects and people as necessary, and apply knowledge to the community. It is concerned with the knowledge, skills and attitudes involved in establishing and maintaining effective relationships with clients, other psychologists, and with members of other professional and non-professional groups.

Aspects of Professional and Public Relations	Foundation	Proficient	Excelling
Establish effective relationships	<ul style="list-style-type: none"> <li>Establishes rapport and sets person at ease</li> <li>Treats others in a fair and respectful way</li> <li>Values cultural diversity and differences between people</li> <li>Adopts a non judgmental frame of reference</li> </ul>	<ul style="list-style-type: none"> <li>Aware of one's own motivation and its possible influence</li> <li>Constructively uses relationships to achieve results</li> <li>Spends time and effort broadening relationships</li> <li>Proactively builds a network and collaborate outside of own field</li> <li>Demonstrates dependability in following through on commitments made</li> </ul>	<ul style="list-style-type: none"> <li>Creates and maintains a network of appropriate influential contacts and share knowledge, experience and expertise with them</li> <li>Expands network outside of own field</li> <li>Monitors effectiveness of relationships and works to build stronger relationships as required</li> </ul>
Provides a professional level of service	<ul style="list-style-type: none"> <li>Demonstrates dependability and commitment in following through on customer requests / problem / needs</li> <li>Recognises own limitations, and knows when to get others involved</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates customer needs</li> <li>Manages and generates resources to meet customer needs</li> <li>Initiates contact with individuals outside immediate field/team in other to solve problems and achieve tasks</li> <li>Provides feedback and suggestions to the client to improve processes</li> </ul>	<ul style="list-style-type: none"> <li>Acts as an advisor and consultant to the customer</li> <li>Acts as a champion for excellence in customer service delivery</li> </ul>
Works effectively as part of a team	<ul style="list-style-type: none"> <li>Works effectively with others in executing assignments</li> <li>Shares information, ideas and opinions with other team members</li> <li>Supports team goals and contributes to team decision making</li> </ul>	<ul style="list-style-type: none"> <li>Recognises when an independent or team approach is required and adapts appropriately</li> <li>Clarifies roles and responsibilities in consultation with other team members</li> <li>Negotiates own professional role in relation to other relevant professionals</li> <li>Identifies and resolves obstacles to effective team working</li> </ul>	<ul style="list-style-type: none"> <li>Monitors effectiveness of inter and intra professional role relationships and renegotiates as needed</li> <li>Encourage, support and create effective working across professions</li> </ul>
Supervision of people or projects	<ul style="list-style-type: none"> <li>Recognises necessity for supervision of psychologists</li> <li>Provides constructive feedback to others</li> <li>Provide support and guidance to others as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and initiates supervision of projects or people as appropriate</li> <li>Demonstrates ability to supervise individuals</li> <li>Adopts leadership position and facilitates group functioning as required</li> <li>Assists colleagues in acquiring skills, and demonstrates commitment to continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>Manages group of people from diagnosis to implementation of project</li> <li>Educates, trains and coaches supervisees as appropriate</li> <li>Identifies development opportunities for others</li> <li>Acts as a supervisor to other psychologists</li> </ul>