Professional socialization of valuation students: what the literature says

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Professional socialization refers to the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture. This paper seeks to review what the literature offers concerning the socialization or professional socialization of valuation students.

Socialization studies in the fields of nursing, law, pharmacy, education, engineering, accountancy and business are summarized.

The paper examines the requirements to become a valuer in Australia or a member of a professional body that represents valuers. It compares the requirements for professionalization with that suggested by the literature and suggests areas of research to address what this means for graduate education.

In everyday life we can often pick out a teacher, scientist or an engineer by the attitudes, habits and values that are displayed. How did these values, habits or attitudes develop? Were they present initially and, as such, did individuals choose a profession that matched/accommodated these characteristics? Did the university teaching process foster these characteristics through the content taught, was it the way that it was taught or were they developed during induction into the firm when the professionals started their career?

These characteristics can be important for ensuring individuals operate in a professional manner and do not make mistakes or poor judgements when under pressure. They can also be important for an individual to advance in their profession. The development of these characteristics is known in the literature as professional socialization and I am interested at what point an individual believes they have developed the characteristics to consider they have become a valuer and what they consider these characteristics to be.

In this paper I review the definition of professional socialization and summarize socialization studies. As there is no specific literature on the professional socialization of valuation students, I then summarize the legislative requirements within Australia and the membership requirements of professional valuation bodies to identify if these include elements of professional socialization. I also briefly discuss the bigger picture drivers for the local professional valuation bodies.

Defining professional socialization

The literature I have reviewed uses the terms socialization and professional socialization interchangeably, but in reality the latter is a subset of the former. In this paper I will focus on literature concerning socialization in professions i.e. professional socialization. Where the term socialization is used the reader can assume this refers to professional socialization.

Weidman, Twale & Stein (2001 p4) define socialization in a broad sense as "the process by which persons acquire the knowledge, skills, and disposition that makes them more or less effective members of society". They add "socialization has also been recognized as a subconscious process whereby persons internalise behavioural norms and standards and form a sense of identity and commitment to a professional field" (Weidman, Twale & Stein 2001 p6)

Waugman and Lohrer (2000 p49) also include in the socialization definition:

- taking on the group's organizational goals and social mission;

- advocating its knowledge;

- learning the technology and language of the profession and

- integrating the professional role into one's identity and other life roles as components of professional socialization.

Schleef (forthcoming) suggests the idea of ideology and the role this plays in socialization. She also reconceptualizes the notion of resistance and its role in the socialization process.

Howkins & Ewens (cited in Secrest, Norwood & Keatley 2003) state that professional socialization encompasses values and norms as well as skills and behaviours. Perna & Hudgins (1996 p3) offer the following:

> Acquiring a professional identity involves learning not only the knowledge and skills required to perform a particular job task, but also the attitudes, values, norms, language and perspectives necessary to interpret experience, interact with others, prioritise activities and determine appropriate behaviour.

Whilst the literature does not use a common definition of socialization there are clearly consistent themes. For the purposes of this paper I will summarize the themes and suggest the following definition:

> Professional socialization is the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture.

The valuation professional can be considered to be one type of professional subculture and for ease of reference values, attitudes, skills and knowledge will be referred to as characteristics of socialization. It is important to have these characteristics in mind as much of the literature pertaining directly to valuation does not refer explicitly to professional socialization and these terms help build common ground between a discussion of professional socialization and professional requirements.

Socialization model

Weidman, Twale & Stein (2001) undertook a comprehensive review of graduate and professional socialization in higher education for the Office of Educational Research & Improvement within the U.S. Department of Education. In addition, Weidman has researched and published in the socialization field for over a decade. Weidman, Twale & Stein's (2001) paper reviews several socialization models and the authors present their own model, which essentially summarises other models and also adheres to previous models by Weidman himself. This model is shown in Fig. 1 and together with the core elements of socialization presented in Table 1, they provide a useful base to explain socialization in the higher education setting.

Fig. 1 Conceptualising graduate and professional student socialization (Weidman, Twale & Stein 2001 p37)
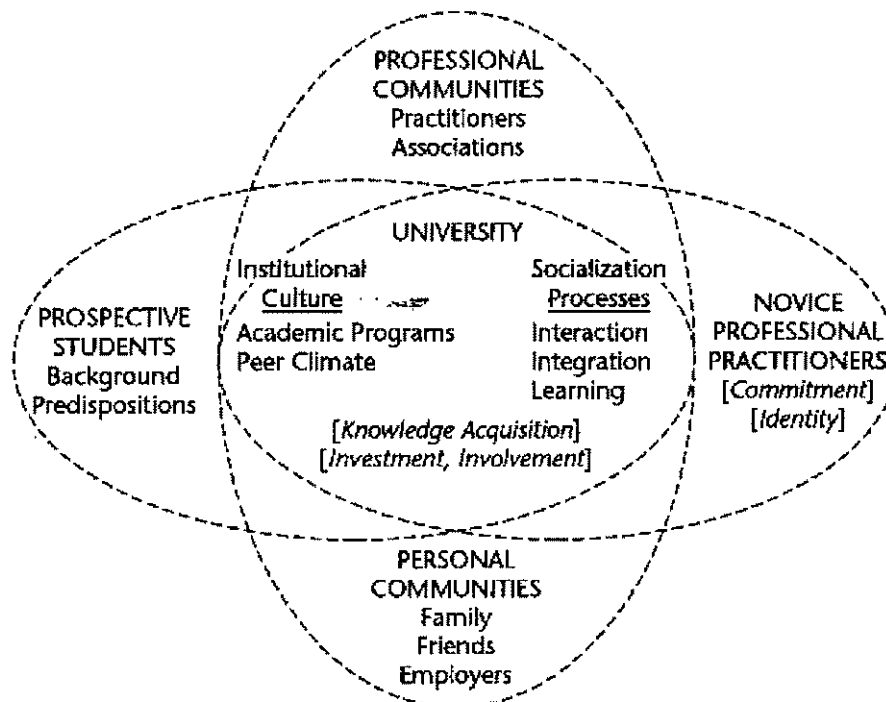
Table 1 Core elements and the collaborative approach to professional socialization (Thornton & Nardi reproduced in Weidman, Twale and Stein 2001 p29)

| Stages | Core elements | | | Collaborative engagement |
	Knowledge acquisition	Investment	Involvement	Nature of identity and commitment
Anticipatory	Simulations, web sites, CD-ROMs, videos of institution or profession	Matriculation, financial investment, tolerance of diversity, inclusiveness.	Shadowing professionals, preprofessional experiences, insider versus outsider, self-assessment.	Evaluate mental models of the profession, identify with the professional role.
Formal	Transformative projects, learning communities, incorporate technology in the curriculum, adaptive evaluation strategies, new instructional delivery methods, distance learning courses, new learning paradigms.	Team learning; clear, realistic guidelines.	Shared vision; cohort groups; experiential activities; collaborative communities of faculty, students and practitioners; reflective journals; mastery learning.	Conference presentations, professional development, joint research projects, acceptance of ideologies, professional community of learners, mutual evaluations, professional collaboration, advancing the profession through research.
Informal	Studenthood role, academic interactions, role learning, cyber competence, cyber receptivity.	Mutual sharing, group maturity, embrace diversity in class, faculty/student bonding, sociocultural activity, social interactions, collaborative dialogue, study groups.	Collaborative communities of faculty, students and practitioners; group cohesiveness.	Professional interaction, practitioner interaction, appreciate diverse colleagues, networking, role identification, self-reflection.
Personal	Listserv, Internet, chat rooms, bulletin boards, personal mastery, personal vision, faculty and students becoming familiar with new technologies that affect teaching and learning.	Formal mentoring, sponsorship.	Formal mentoring by faculty and practitioners, clerkships, field experiences, practica, internships, assistantships, role identification.	Internalise professional role, connectedness to professionals, independent thinking, self-evaluation, ethical practice, role transformation.

Figure 1 shows a framework for understanding the socialization of graduate and professional students. At the centre is the core socialization experience in the professional degree program consisting of the institutional culture of the university, the socialization processes and the core elements of socialization. This is the part of the socialization process that universities have key control over.

Surrounding the central portion of Fig. 1 are four other components of professional student socialization: prospective students (background, predisposition), professional communities (practitioners, associations), personal communities (family, friends, employers) and novice professional practitioners. These components are outside universities control, though prospective students backgrounds may be taken into account in the selection process.

Table 1 provides a summary of stages and core elements relevant to this model. It is based on a four-stage model of anticipatory, formal, informal and personal stages, which are represented as non-linear and interactive. Early models were mainly linear in approach. The elements are common to most models of socialization, which include knowledge acquisition, investment and involvement. A complete analysis of socialization models, elements and processes is covered in Weidman, Twale & Stein's (2001) review.

The ultimate outcome from this model is the professional who has been transformed with respect to self-image, attitudes and thinking processes.

Upon graduation, valuation graduates embark on two more socialization processes, one into the organization that employs them and the second into the profession. The profession expects students to be mentored and monitored through their initial period of experience. This experience process has gradually changed from an apprenticeship under a mentor, with faith that it will be successful, to one that is highly controlled and monitored.

Novice professionals must keep diaries and logs of their work and experience and the competencies they have achieved. This is monitored at 6 or 12 monthly periods by the profession. Graduates are increasingly required to undertake prescribed courses and other professional development activities before they finally present themselves for assessment to a panel that determines if they have become a professional. This assessment can also include exams and assessment of valuation reports (see Table 3).

The pass rates of these assessments are generally not publicized. HKIS does publicize the pass rate for its exams in their annual reports and these have been in the order of 50 to 60%, which appears to be a low pass rate.

The point at which a novice becomes a professional is both an internal point for the individual and one that is sanctioned by state government controls over certification and licensure and/or in other cases professional boards sanction practices. The paper reviews both the requirements of Australian states and those of professional bodies representing valuers, to identify their socialization requirements.

Socialization in various professions

Professional socialization research is available in many fields: nursing, pharmacy, teaching, MBAs and law. However, the literature is very thin when we look for socialization in the field of business and there is no specific literature on socialization of valuers. There are a couple of books that examine organizational socialization and its effects on graduates. These include Anderson-Gough, Grey & Robson (1998) who examine the organizational and professional socialization of trainee chartered accountants and Kelly (1994) who examined the organizational socialization of lawyers within small to large legal firms in the United States.

There is however, a range of competency and essential skills literature for business. These identify a range of qualities or competencies for a business graduate but are quiet on the issue of socialization. Literature related to business graduate skills includes BHERT (1993), Curtin Business School (n.d), Curtin Business School (1999) and Moy (1999). There is also literature pertaining to requirements for valuers and these will be discussed later in the paper.

Page (2000) discussed how graduate qualities were being introduced into university degrees and Page & Kupke (2001) outlined how internationalisation as a graduate quality was integrated into the property degree.

The following is a brief review of the socialization literature for various professions.

Business and law socialization

The socialization literature on business and law is sparse, with many of the recent studies written by Debra Schleef who undertook her PhD on the socialization of elites in the United States.

Schleef (1998) compared the impact of socialization on graduate law students and graduate business students. She categorized their attitudes and beliefs at the beginning, and through their studies, to identify any changes. She found that the graduates had changed their view of the world by the second year of their program. She did, however also note that they did not come out of business and law school completely moulded into something they were not when they came in (Schleef 1998).

Schleef (1998 p628) notes that students absorb cues on how to talk, cut their hair and dress or wear makeup. They relearn how to express their values and goals in order to conform to norms with school culture as well as within the wider profession.

Schleef (1998) discusses the concept of reasonable responsibility:

- the notion that public service should only be undertaken when time and resources permit;

- the compartmentalization of work life from personal responsibility and

- the redefinition of responsibility as any action that is not irresponsible.

Egan (1989) argues that professional socialization is not necessarily good. In reviewing socialization of graduate students, Egan (1989) indicates that the self-concept can be destroyed if the socialization process is not consistent with the students' previous experience. Egan advocates a number of strategies to support first year graduate students so they maintain confidence, perform and do not drop out.

Schleef (1997) in her literature review of socialization of business schools indicated that there was very little related literature available. Her paper suggests that there were two broad types of business school. There were schools that fostered intense loyalty and cooperation and whose graduates would go to companies that emphasize managerial teamwork. The second type of school encouraged individual achievement and their graduates would seek jobs that reward solitary performance. This supports the model in Fig. 1 both in reinforcing that the university institutional culture influences socialization and that there is a complexity of variables affecting socialization.

With the shortage of formalised studies on business and law students' socialization, Schleef (1997) used as a default the autobiographical accounts of business people and lawyers to obtain an understanding of the socialization that occurred and how this occurred at business and law schools.

> The case method encouraged short-term thinking because it set us up to analyse and solve a problem without having to account for the impact of our decisions ... Did Harvard business school, with its emphasis on eight hundred cases and short-term solutions cause an over-reliance on short-term objectives in the biggest US companies and Wall Street investment houses? Or was it that this was the way that business was structured and thus Harvard, being closely tied to business, followed suit? (Henry cited in Schleef 1997 pp11 – 12).

Schleef (1997 p12) summarises that the central theme of business and law schools is "the construction of rationality, emphasizing abstract, neutral, and non-emotional ways to think about solving problems". Students are taught to make decisions in terms of self-interest and economic outcomes, with emotional responses, are devalued. The case method teaching also suggests that teaching pedagogy can also influence socialization.

Schleef (2001) reviews the socialization of law students. Law students were socialized into "thinking like a lawyer" using the Socratic Method, which is a form of question and answer system unique to law schools. Students learn the importance of form over content by sounding authoritative, even if they do not know what they are talking about (Schleef 2001 p73). Law students are socialized to distance themselves from clients, to consider matters of justice and precedent rather than the context of current relationships and not to take emotional or personal matters into account when deciding cases. This style is described as more consistent with a male approach than a female approach and the findings are that differences in thinking are not just a gender issue with some women liking the adversarial approach. Though there were different approaches, gender itself was not the only variable that related to the acquisition of professional knowledge.

Siegel, Blank & Rigsby (1991) investigated the relationship between the educational institutions involved in accounting and the subsequent professional development of auditors. The research focussed on turnover and time to promotion following graduation. Results indicate that graduates from professional schools of accounting were promoted faster to senior and manager level when compared with accredited or non-accredited accounting programs. The study also reported a lower turnover of graduates from professional

accounting schools. The results showed greater difference in the longer term, indicating that the effects of professional socialization are more likely to show up later than earlier.

Siegel & Rigsby (1998) undertook an analysis of the development of education and experience requirements for certified public accountants during the period of 1915 – 1985. Their study showed that through adoption of the CPA examinations that education started to replace experience as the most significant requirement for entry into the public accounting profession i.e. those that had undergone education were better equipped to be successful in an exam.

The pharmacy experience

A number of studies review the responses to changes in pharmacy teaching that were being driven by a need to change the profession. In 1990, the American Association of Colleges of Pharmacy Commission recommended a number of changes to pharmacy programs. The changes include socialization and professionalization of students including communication abilities and professional ethics (Carter et al 2000). The commission also recommended that graduates have a contextual awareness of the role of pharmacy in the health care system and that graduates are instilled with a professional identity and pride in the profession. They also indicated that socialization be integrated throughout the curriculum.

In 1999, the University of Colorado Health Sciences Centre School of Pharmacy introduced a two-week orientation course to address some of these concerns. Topics discussed included roles of faculty, responsibilities of different types of pharmacists, time management, active learning strategies, pharmaceutical care and drug misadventuring. Carter et al (2000) report a highlight of the orientation course for many students was the white coat ceremony at the end, which symbolized their progression into the professional program. The evidence from student feedback, and anecdotally from the faculty, was that students started their program with a more professional attitude.

MacKinnon, McAllister & Anderson (2001) report on the development, implementation and associated outcomes of a 30 week introductory practice course at Midwestern University College of Pharmacy – Glendale. They found that the introductory practice experiences were valuable in the early professionalization of pharmacy students.

Brown et al (2001) report on a self-directed professional development program that was developed in response to education problems with pharmacy students. This program was successful in guiding students to develop professional values, which they advocated should be integrated into the curriculum.

Experience of vets

Heath, Lynch-Blosse & Lanyon (1996) undertook a longitudinal study of students during their veterinary science studies and post graduation (second year). It found that views on role and status of veterinarians remained stable. It also found that changes occurred in the characteristics of a successful veterinarian, with increases in perceived importance of interpersonal skills and the capacity to work hard. Decreases in the perceived importance of honesty, integrity, dedication and prevention of cruelty were also reported. Attitudes hardened over time in relation to costs of treatment, non-payment of fees and availability out of hours.

Nursing experience

The nursing profession provides a good comparison for valuation as both have changed from an apprenticeship model to some formal qualifications and now both require a degree. In the main, both professions still require some practical experience component.

Secrest, Norwood & Keatley (2003 p78) note that the American Association of Colleges of Nursing (AACN) detail the essential knowledge, values and professional behaviours expected. According to AACN, professionalism is transmitted through professional education that encompasses a liberal education, professional values, core competencies, core knowledge and the development of professional nursing roles.

Secrest, Norwood & Keatley (2003) examined professional socialization and what this meant to an individual in determining when a person felt they were actually a nurse. They surveyed students around the themes of belonging, knowing and affirmation and they concluded that reflective courses or seminars on professionalism should begin at the commencement of the nursing program, rather than an add-on or just at the end. They believe that developing a sense of professionalism is equally important as the knowledge and the skills.

Waugman & Lohrer (2000) examined the influence of age and gender on the professional socialization and career commitment of student registered nurse anaesthetists. The study showed significant differences in the socialization process according to age and gender. The study confirmed that with increasing age, personal relatedness to the profession is decreased.

Waugman & Lohrer's (2000 p49) literature review on professional socialization of nurse anaesthetists suggests that gender is not necessarily a consistent effect on socialization. Foster & Biddle (cited in Waugman & Lohrer 2000) studied educational and biographic variables that influenced positive self-esteem in student nurse anaesthetists and found high grade point averages and marriage to be significant, whereas gender was not. Fallacare & Wu (cited in Waugman & Lohrer 2000) in a study of variables affecting nurse anaesthetists feelings of resentment or deprivation and their relationship to job satisfaction, found that job autonomy, but not gender or educational level, predicted satisfaction.

Fagerberg & Kihlgren (2001) examined the meaning of identity to Swedish registered nurses and reviewed how this changed from when they were a student until two years after graduation. The longitudinal study found that nurses did not change perspectives but these perspectives showed a transition through time i.e. a subtle/partial change but not a radical change.

Saylor (1988) examined how evaluations within a nursing education program shaped nurses' skill development and professional competence by directing effort to their professional work. The paper finds that students responded to the evaluator but less so, as they gained seniority and self-confidence.

Nesler et al (2001 p300) found that students in distance programs demonstrated even more professional socialization than students in campus based programs. They concluded that socialization occurred by means other than faculty interaction, which could relate to continuing work or having a health work experience before starting a program.

Role of field experience in professional development

The novice professional must be capable of doing and not just knowing. This can be undertaken within the university program of study or after the program, with supervised work, before becoming a fully recognized professional.

Field experience within education programs is variously described as clinical practice or experience, field studies, industry placements, practicum and internships.

Dunn et al (2000) compared the perceptions of students undertaking three distinctly different undergraduate field experiences. They reviewed the results with respect to role integration, confidences and altruism. Their findings were that the practicum was a rewarding learning experience that served an important role in understanding and fulfilling the role of professional. Dunn et al (2000) identified some weaknesses and made the following three recommendations for the field experience components of nursing and teaching degrees:

1. The need for university lecturers to play a more proactive role in supporting students learning in the field experience.

2. The need to foster positive and collaborative partnerships between university staff and field-based staff.

3. The need to refocus time and resources on the field experience component of teaching and nurse education courses (Dunn et al 2000 p399).

Gallimore (1991) puts the case for practical knowledge within surveying education. He sees there is a need for practice skills, which he sees as different from problem solving skills. He argues for greater involvement of practitioners in teaching programs and for them to provide models of reflective observation and analysis, rather than as experts for the transmission of technical knowledge.

Nesler at al (2001) reports on work by Saarman, which concludes that socialization occurs both as a function of the education process and experience in the workplace. Evidence varied as to whether the socialization occurred through the classroom or with previous and concurrent experience.

The literature concentrates on experience within the study period and not post study. However, post study is also an important period given the membership requirements for valuers discussed later. It is not uncommon to hear people say "they learnt on the job".

Summary of socialization literature

The literature shows the transformation that occurs in the professional socialization process. Graduates have not only obtained technical skills through university studies but have also changed their values and how they think. Their professional socialization means that they think like, look like and have values of their respective professions.

The influence of socialization is long lasting with Siegel, Blank and Rigsby's (1991) study showing the influence continuing when individuals were promoted beyond senior level to manager. Socialization was influenced by age, time in profession and by other factors, which are all consistent with Weidman, Twale & Stein's model shown in Fig. 1.

The literature also shows the complex nature of professional socialization with each study only being able to present parts of the picture.

The pharmacy experience shows how professional socialization can be addressed when it is identified as a problem requiring change. Though different approaches were used in the various studies, they were all concerned with improving the understanding, values and skills of students.

Field experience played an important role in pharmacy, nursing and teaching socialization. Knowing 'how to do' is just as important as knowing 'what to do'. This can be achieved within the education program or post education, though the literature cited is mainly about experiences within programs.

From a university perspective, the socialization research supported the students undertaking field experience early in their studies so they more fully understand why they were learning the material presented. Also, the understanding of professional issues was something that should occur early and be integrated, rather than left as an add-on in the final year of study.

The Harvard Business School example, though a supposition, shows the potential of how far reaching the effects of socialization could be.

The valuation profession

Given the lack of studies for valuers, this paper also reviews the requirements of professional bodies representing valuers and the state legislative requirements. This information will provide an indication of the important socialization characteristics for valuers eg membership requirements can incorporate values, attitudes, skills and knowledge.

In this section I briefly present a summary of the history of valuation development in the US, which is itself a socialization story. This is followed by sections discussing the drivers for change in socialization requirements, using the recent changes in RICS as an example. This is contextualized, by briefly discussing three international forums whose aims are to develop and promote consistency in valuation standards worldwide.

I then provide an overview of the requirements of five professional bodies with respect to socialization of valuers. Finally, an overview of the legislative environment in Australia of concern to valuers is presented to provide a contrast with professional bodies activities to socialize professional valuers.

Valuation development in US

The valuation profession is probably only 100 years old, with the first professional bodies developing in the 1920s (Australia in 1926 and USA in 1928). The first American University course in real estate is said to have been taught by Richard Ely in 1919 (Miller & Markoysan 2003 p173).

Miller & Markoysan (2003 p172) have noted that the development of the valuation profession could be divided into four defined periods as presented in their Appraisal History Timeline in Table 2. Miller & Markoysan conclude that the development of valuation was made by individuals who were linked. These individuals had studied and worked together and were based at major universities that taught in the real estate field. (This is significant in that RICS is now developing a partnership model with universities). This shows that the professional socialization of the individuals influenced the development of valuation methods and techniques and the education thereof. The history of the profession is very much about the history of the socialization of the American professors but no values, attitudes and ethics are listed in the table.

Table 2 Appraisal history timeline (Miller & Markoysan 2003 p175)

Period	People		Technology		Theory	
Three Approaches Period **1900 – 1940s**	1892	R. Ely became head of U of WI Schl of Econ, which evolved into first real estate program				
	1903	R. Hurd wrote *Principles of City Land Values*				
	1924	E. Fisher wrote *Principles of Real Estate Practice*				
	1932	F. Babock wrote *Valuation of Real Estate*				
	1939	H. Hoyt co-wrote *Principles of Urban Real Estate* with A. Weimer				
Theory Refinement Period **1950 – first half of 1960s**	1949	R. Ratcliff wrote *Urban Land Economics*				
	1951	Appraisal Institute starts writing *The Appraisal of Real Estate* (aka *The Bible*) as collaboration				
	1956	P. Wendt wrote *Real Estate Appraisal*			Definitions of value and three methods evolve	
			1959	Ellwood Cap Tables		
			Before 1960	Simple calculation and slide rules	Most probable price approach	
New Methods and Techniques Period **Second half of the 1960s beginning of 1980s**	1964	J. Cranskamp joined University of Wisconsin – stayed until 1988				
	1968	Homer Hoyt Institute established	1968	Electronic calculators available		
					1970	'Ellwood without Algebra' by C. Akerson
						Warnings about using three approaches in all cases
					1977	'Ellwood After Tax' by J. Fisher
						DCF as valuation techniques
	1979	Homer Hoyt Institute set up as think tank in Florida by M. Seldin			1979	'Ellwood Factors' by J. Fisher
					1981	'Unified Field Theory of the Income Approach to Appraisal' by P. Colwell
			1982	Growth of personal computer use	Capitalization theory refined	
Personal Computer/Internet/ Real-Time data Period **Second half of 1980s – 1990s**			1992 present	Internet connectivity and real time data becomes reality		
				AVMs promoted by Freddie Mac		

One could surmise that the next period will be the full socialization within the profession despite the development of techniques, use of internet and better access to data. The development of methods, techniques and definitions of valuation have occurred to attempt to obtain consistent reliable valuations. These have not attempted to deal with the operator of the techniques and their values and/or attitudes. Miller & Markoysan's Appraisal History Timeline (Table 2) would be more complete if it also summarized changes in the ethical requirement of the profession.

The American Appraisal Institute has had a code of ethics since its inception in 1932 (Featherston 2002). Featherston's article is a reprint of an article originally reprinted in 1975 and in the article the author provides an analysis of the reasons for the major regulations on Professional Ethics & Standards of Professional Conduct. The profession has had significant troubles. There have been problems within the profession that have come from inaccurate valuations, especially in commercial investment properties. The profession worldwide has struggled in obtaining professional indemnity insurance.

Bond (2002) outlines similar challenges confronting property valuation practitioners in Australasia including the problem in obtaining professional indemnity insurance. The reprinting of Grosvenor's (2000) article entitled 'The Valuation Profession: current issues likely to drive future directions', from the New Zealand Valuers' Journal into the Canadian Appraisal journal shows the similarities faced by different countries.

Drivers for change

The following example relates to RICS, but similar stories can be identified for the professional valuation bodies in other countries.

In late 2000 the University of Reading and Nottingham Trent published their findings in a report 'The Influence of Valuers and Valuations on the Working of the Commercial Property Investment Market' (cited in RICS 2002). This report addressed the question "Are valuers simple 'scorekeepers' or do they actively affect prices, liquidity and turnover"?

In April 2001, the Investment Property Forum/RICS Property Valuation Forum Panel Discussion was held. This discussion allowed practitioners, clients and others interested parties to discuss the findings of the University of Reading and Nottingham Trent. Following this forum RICS commissioned a working party to make recommendations to RICS. The working party, chaired by Sir Bryan Carlsberg, produced the report 'Property Valuation: The Carlsberg Report' (RICS 2002). This report produced 18 recommendations, which were the basis for changes to upgrade The Red Book (RICS 2003b). These recommendations, which are related to professional socialization, address five areas:

- Accuracy and currency of valuation
- Sources and structure of valuation
- Security independence and objectivity
- Valuation reporting
- Quality assurance and monitoring

The Red Book (RICS 2003b) refers to, or incorporates, all significant aspects of international valuation standards.

Consistency of standards is also being driven by the International Valuation Standards Committee (IVSC) and also by TEGoVA who are developing and publishing standards that are specific to European legislation. The objectives of IVSC are to formulate, publish and promote acceptance and observance of valuation standards and procedural guidance for the valuation of assets used in financial statements (International Valuation Standards Committee 2003). A second objective is to harmonize standards throughout the world and ensure disclosure where standards differ.

Membership of IVSC is through national valuation societies and institutions representing countries. The IVSC has had status with the United Nations Economic and Social Council since May 1985.

TEGoVA was established in 1977 by a steering group of professional bodies representing valuers from Belgium, France, Germany and the UK. Its purpose is:

- To write and promote European Valuation Standards (EVS) for adoption across Europe;
- To introduce and manage a system of pan-European certification of valuers providing clients with a guarantee of professional excellence;

Table 3 Summary of membership requirements

Membership requirements	Professional Body				
	RICS	AI	HKIS	SISV	API
Requirements to attain full membership					
Qualifications	Accredited 3 year degree course	Accredited 4 year degree (post 1 January 2004)	Accredited 3 year degree course	Accredited 3 year course	Accredited 3 year degree course
Minimum age	Not specified	Not specified	21 years of age	21 years of age	Not specified
Post-course experience	Individuals require 2 years experience that must include: • e-diary of work experience • e-log book of time spent on competencies • 48 hours professional development training per annum • 3000 word summary of experience at end of first year • completion of a short assessable course dealing with ethical issues • 1500 word summary of experience (final year) • 3000 word report on a project that the individual has been involved in • 10 minute presentation on critical analysis of the project report • answer questions on presentation and professional capabilities at an interview • a lifelong learning plan (not assessable)	Individuals must: • undertake Advanced Residential Forum and Narrative Writing course or Report Writing and Valuation Analysis • must have been an associate member of good standing for minimum of 12 months • must submit list of appraisal work after completing 2000 hours (maximum of 1500 hours per annum credit) for a SRA [residential valuer only] member and 3000 hours for MAI members [valuer of all property types].	Individuals must: • have 2 years experience with minimum of 100 hours undertaking valuation work, 100 hours in another field and 100 hours in one or more fields • maintain a diary of work experience and log book of time spent on competencies • undertake 40 hours structured learning and education • write 3000 word summary of experience at end of first year • write 3500 summary of experience, training and structured learning • make 10 minute presentation on project work • pass an Assessment of Professional Competence • undertake a professional interview	Individuals must: • have 2 years experience, which must be under supervision of a member with no less than 7 years experience • pass an exam • keep a log book for minimum of 24 months and must submit the log book every 6 months for inspection • attend an interview conducted by an assessment panel	Individuals must: • have 2 years experience • provide documentary evidence of involvement in profession • undertake a professional interview covering expertise in particular field, understanding of professional responsibilities and Code of Professional Practice Standards and professional development

Table 3 continued

Membership requirements	Professional Body				
	RICS	AI	HKIS	SISV	API
Requirements to attain full membership contd.					
Required competencies	A full listing of competencies, which graduates must acquire is available from the RICS web site (RICS 2003a). The breadth is illustrated by the following subset: Customer Care, Law, Environmental Awareness, Health & Safety, Self Management, Information Technology, Teamworking, Oral Communication'	Not specified	Lists tasks to be undertaken during experience and minimum time for key skills.	Not specified	Not specified
Membership maintenance					
Ethics	Strongly recommended to comply with Guidance Notes on Professional Ethics	Comply with Code of Ethics and Standards of Professional Conduct.	Comply with Rules of Conduct	Comply with ethics outlined in Constitution & Bye Laws	Conform to Rules of Conduct
Character		Maintain status of good moral character			
Valuation standards	Value in accordance with The Red Book (RICS 2003b)		Comply with standards of Professional Appraisal Practice		Comply with standards or professional practices
Compulsory courses		Standards of Professional Practice course once every five years	Not specified	Not specified	Undertake Risk Management Module every 3 years
Professional development	60 hours over 3 years with minimum 10 hours in a year. From 2004, must develop learning objectives in advance and provide evaluation of effectiveness.	Valuations must contain statement that individual has/has not maintained continuing professional educational requirement. 100 hours over 5 years.	60 hours over a 3 year period	60 hours over a 3 year period	20 hours of continuing professional development

- To promote a set of minimum educational requirements with which members of European professional bodies for valuers must comply;

- To recommend a standard approach to valuation methodologies;

- To represent the professional views of valuers to European Union institutions to influence policy and/or legislation and

- To participate in the work of the International Valuation Standards Committee (IVSC) via joint committees and commentary on draft Standards. (TEGoVA 2003)

World Association of Valuation Organizations (WAVO) was formed in 2002 to provide a voice for the valuation consulting community. The organization supports international valuation standards, promotes best practice, encourages the continuing education of its members and assists in developing transparency in valuations.

McParland, Adair & McGreal (2002) surveyed valuers in Sweden, Netherlands, Germany and France and concluded that, despite the long debate promoting harmonized standards, limited progress had been made.

In the last three years we find that there have been significant changes to the membership requirements of the professional bodies. These have included strengthening of ethical requirements, more compliance with an increasing number of valuation standards and the introduction of compulsory courses that address risk and practice standards. The professional indemnity insurance companies have driven the requirement for compulsory risk management modules.

The main upgrades in the requirements of the professional bodies have followed periods of valuation problems and the increased education, ethics or professional development requirement has followed as a response to problems and difficulties.

Professional body membership requirements for valuers

A summary of the full membership requirements for five professional bodies covering valuers is presented in Table 3. These include the UK-based Royal Institute of Chartered Surveyors (RICS) and the USA-based Appraisal Institute (AI), which are both trying to cover members outside their home countries. The other professional bodies, which are predominantly aimed at representing local professionals, include; Hong Kong Institute of Surveyors (HKIS), Singapore Institute of Surveyors and Valuers (SISV) and the Australian Property Institute (API).

For the purposes of this review the contents of Table 3 have mainly been prepared from materials presented on the web sites of the professional bodies, which is available to the public. The members-only materials have not been reviewed for this paper. I believe the summarized information in Table 3 shows that the professional bodies are trying to socialize their new members and maintain the professional socialization of existing members. Of the five professional bodies reviewed, RICS would appear to offer the most structured socialization process that is targeted at values, skills, knowledge and attitudes.

The competency document for RICS (2003a) provides a very complete picture of the values, skills and knowledge that a valuer should have as a minimum. RICS, like the other professional valuation bodies described, clearly has a process of socialization of graduates after they leave university, and before they are tested and potentially accepted as full members.

Regulatory framework applicable to valuers in Australia

In Australia, each state, except Victoria, regulates the licensing, registration and practice of valuation by valuers. The regulations specify the requirements that a valuer must meet to become registered or licensed, the conduct expected and required of valuers and other matters associated with the practice of land. There is no legislation governing valuation practice in Victoria, the Australian Capital Territory and the Northern Territory and as such anyone could act as a valuer in those jurisdictions.

A summary of education and character requirements is found in Table 4, which has been prepared from a summary of legislative requirements within API Risk Management Module course notes (Australian Property Institute 2003 pp113 – 117).

It is clear that the regulatory framework requires those who carry out valuations to have both technical skills and have good fame and character.

In Australia, depending on your location, you may have a valuation undertaken by anyone to someone fully or partly socialized into the profession.

Table 4 Summary of legislative requirements for valuers (compiled from Australian Property Institute 2003)

State	Legislative requirements	
	Character	Qualifications
NSW	Good character	Approved study or gained experience under guidance of registered valuer
WA	Good character and repute Competent	Prescribed education and practical experience during past two years or not less than 4 in past 10 years
SA	Not specified	Education qualities of a type acknowledged by the Commission
TAS	Good fame and character	Prescribed study and hold certificate of competency
QLD	Good fame and character Fit and proper person	Certificate of competence issues by prescribed institute of valuers or Sufficient experience over a period of five years, after commencement of an approved course of study

Conclusions

The literature would suggest that university experience and field experience have an influence on the professional socialization of valuers. Though the relative value of each period is unknown.

Professional bodies representing valuers are increasing their professional socialization requirements in response to market failure. These requirements include both demands of skills, knowledge, values and attitudes. This has taken the form of changed ethical requirements, demand for increased initial skills base, the compulsory maintenance of skills and values through professional development and regular compulsory updates on practice.

The literature provides little guidance on when a person becomes a valuer and exactly what variables are the most important to the individual.

In an endeavour to understand the professional socialization process for valuers, I believe we need to ask students and graduates about their experiences relating to socialization. With this information the university and professional bodies could understand the other organizations attempt to professionally socialize the students and identify if any changes are needed.

Traditionally the professional bodies have been concerned with the content of programs, resources and quality of intake. As professional bodies consider a partnership model with universities, rather than regular accreditation, a joint approach to socializing valuers could be one outcome of further study in professional socialization of valuers and provide useful input into future partnership.

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Hong Kong Institute of Surveyors (HKIS) – http://www.hkis.org.hk

Singapore Institute of Surveyors and Valuers (SISV) - http://www.sisv.org.sg

Australian Property Institute (API) – http://www.propertyinstitute.com.au

Professional socialisation of valuers: What the literature and professional bodies offers

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Professional socialisation refers to the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture. This paper reviews the literature about professional socialisation and the dimensions that contribute to the process and definition of professional socialisation. This literature analysis is undertaken of cognate professions because there is no direct literature relating to valuers. The summary of the legislative requirements within Australia and the membership requirements of professional valuation bodies are examined to determine if these include elements of professional socialisation from a real world perspective.

Valuers, professional socialisation, property education, tertiary education, appraisers

INTRODUCTION

In everyday life we can often pick out a teacher, scientist or an engineer by the attitudes, habits and values that are displayed. How did these values, habits or attitudes develop? Were they present initially and, as such, did individuals choose a profession that matched or accommodated these characteristics? Did the university teaching process foster these characteristics through the content taught, was it the way that it was taught or were they developed during induction into the firm when the professionals started their career? The question is when, where and also how and why have professionals developed appropriate values and attitudes as part of their professional skills? The function of these characteristics is to ensure individuals operate in a professional manner and do not make mistakes or poor judgments when under pressure. They can also be important for an individual to advance in their profession.

DEFINING PROFESSIONAL SOCIALISATION

Weidman, Twale and Stein (2001, p.4) define socialisation in a broad sense as "the process by which persons acquire the knowledge, skills, and disposition that makes them more or less effective members of society".

Higher education is a first step where the individual starts the process of professional socialisation. The dilemma is whether individuals choose the profession that suites their personal characteristics and interests or whether other elements in society influence this process and to what extent. Individuals can choose the profession according to their ability and interests, but social dimensions like financial reward, prestige and status of professions play important roles in selection. Motivations that drive individuals to select professions vary. Individuals may be driven by the high status of some professions in society like the old established professions of law and medicine. The rewards that are related with some professional practice may motivate some individuals to select that type of profession. The intrinsic interest for the subject matter, or the mission associated with it may also motivate individuals to select a profession. The role these

societal dimensions play in the selection process for the future professional is dependent on the individual characteristics.

The education process shapes professional socialisation. The education process consists of the formal parts, such as the required knowledge necessary to practice as a professional. This is usually prescribed by the education institute in conjunction with the professional body. There is also an informal part of professional education that is taking place unconsciously through the process of leaning and participation.

This informal part of professional education, which cannot be separated from the formal parts, is responsible for the development of professional behaviour, attitudes and values. Through the process of learning prescribed knowledge, the student also learns about appropriate professional behaviour and attitudes. Individuals are developing professional values that guide their behaviours and define their sense of belonging to a professional group. The prescribed knowledge consists of the theoretical body of knowledge, methods and technology. The interaction of all these elements produces some professional language. Professional language has three basic functions:

*   shortening the communication between members of the profession because the professional words assume the theory or theories related to them,

*   easing the recognition amongst professionals and thus encourage group identification, and

*   keeping the distance between client and professional.

The Socialisation Model

The conceptual model utilised in this study is that presented by Weidman, Twale and Stein (2001), which has a central or core socialisation role provided by universities. The model has four other components of professional socialisation: prospective students (background, pre-disposition), professional communities (practitioners, associations), personal communities (family, friends and employers) and novice professional practitioners.

The ultimate outcome from this model is the professional who has been transformed with respect to self-image, attitudes and thinking processes. Upon graduation, valuation graduates embark on two more socialisation processes, one into the organisation that employs them and the second into the profession. The model is not linear, it is interactive and it explains the socialisation processes that are taking place in the university, and how the professional organisations and personal environment influence that process. The model is limited because it neglects the other societal dimensions that influence professional socialisation, over which neither professional bodies nor universities can exert control.

Social status and prestige of the professions, and financial rewards associated with the professional practice are some examples of societal dimensions Recognition of certain professions in society contributes to social status and prestige. Some professions have high recognition as people have regular contact with them, and would include doctors, teachers and professors. Some are less recognised, as their role is further removed from everyday activity, such as engineers, planners and valuers. The level of development of some professions is demonstrated by the existence of academic programs in all major educational institutions, which generally require more years of education and higher levels of specialisation. All these factors contribute to the socialisation process.

Rewards related to professional practice are also a dimension in the socialisation process. Higher salaries related with some practices serve as a motivation factor for students and make the socialisation process easier. The market situation for professionals also has an influence. Studying for a profession that has high demand in the market is more stimulating than studying for a

profession that has low demand or is oversupplied. All of these affect the socialisation process and a professional's identification with their future role.

One dimension that is particularly important for a new profession is state legislation and the laws that regulate the professions or license them. Professional monopoly means that only individuals with required higher education, and maybe some period of practice, can operate as professionals and serve the public with their expertise. The most important step for every profession is the formal recognition and provision of legislation for professional practice. This is significant, first because it is recognition that there is demand for certain knowledge expertise and the need for it to be formally sanctioned in the law. Second, that this demand requires higher education qualifications to ensure the client-public gets the proper expertise. Once this happens, new professions are legalised and the professional language starts to enter everyday life.

Socialisation in Various Professions

Professional socialisation research is available for many fields: nursing, pharmacy, teaching, MBAs and law. However, the literature is very sparse when we look for socialisation in the field of business and there is no specific literature on socialisation of valuers. There is some literature that examines organisational socialisation and its effects on graduates. These include Anderson-Gough, Grey and Robson (1998) who examine the organisational and professional socialisation of trainee chartered accountants and Kelly (1994) who examined the organisational socialisation of lawyers within small to large legal firms in the United States.

There is, however, a range of published writing on competency and essential skills for business. These identify a range of qualities or competencies for a business graduate but are quiet on the issue of socialisation. Literature related to business graduate skills includes BHERT (1993), Curtin Business School (1999a, 1999b) and Moy (1999). There is also literature pertaining to requirements for valuers. Page (2000) discussed how graduate qualities were being introduced into university degrees and Page and Kupke (2001) outlined how internationalisation as a graduate quality was integrated into the property degree.

The following is a brief review of the socialisation literature for various professions.

Business and Law

The socialisation literature on business and law is sparse, with many of the recent studies written by Schleef who undertook her PhD on the socialisation of elites in the United States (Schleef, 1997). Schleef (1998) compared the impact of socialisation on graduate law students and graduate business students. She categorised their attitudes and beliefs at the beginning and during their studies to identify any changes. She found that the graduates had changed their view of the world by the second year of their program. She did, however, also note that they did not come out of business and law school completely moulded into something they were not when they came in (Schleef, 1998).

Schleef (1998, p.628) notes that students absorb cues on how to talk, cut their hair and dress or wear makeup. They relearn how to express their values and goals in order to conform to norms with school culture as well as within the wider profession.

Egan (1989) argues that professional socialisation is not necessarily good. In reviewing socialisation of graduate students, Egan (1989) indicates that the self-concept can be destroyed if the socialisation process is not consistent with the students' previous experience. Egan advocates a number of strategies to support first year graduate students so they maintain confidence, perform and do not drop out.

Schleef (1997) suggests that there were two broad types of business school. There were schools that fostered intense loyalty and cooperation and whose graduates would go to companies that emphasise managerial teamwork. The second type of school encouraged individual achievement and their graduates would seek jobs that reward solitary performance.

With the shortage of formalised studies on business and law students' socialisation, Schleef (1997) used as a default the autobiographical accounts of business people and lawyers to obtain an understanding of the socialisation that occurred and how this occurred at business and law schools.

> The case method encouraged short-term thinking because it set us up to analyse and solve a problem without having to account for the impact of our decisions ... Did Harvard business school, with its emphasis on eight hundred cases and short-term solutions cause an over-reliance on short-term objectives in the biggest US companies and Wall Street investment houses? Or was it that this was the way that business was structured and thus Harvard, being closely tied to business, followed suit? (Henry, cited in Schleef, 1997, pp.11-12).

Schleef (1997, p.12) summarises that the central theme of business and law schools is "the construction of rationality, emphasising abstract, neutral, and non-emotional ways to think about solving problems". Students are taught to make decisions in terms of self-interest and economic outcomes, whilst emotional responses are devalued. The case method teaching also suggests that teaching pedagogy can influence socialisation.

Schleef (2001) reviews the socialisation of law students. Law students were socialised into "thinking like a lawyer" using the Socratic Method, which is a form of question and answer system unique to law schools. Students learn the importance of form over content by sounding authoritative, even if they do not know what they are talking about (Schleef, 2001, p.73). Law students are socialised to distance themselves from clients, to consider matters of justice and precedent rather than the context of current relationships and not to take emotional or personal matters into account when deciding cases. This style is described as more consistent with a male approach than a female approach and the findings are that differences in thinking are not just a gender issue with some women liking the adversarial approach. Though there were different approaches, gender itself was not the only variable that related to the acquisition of professional knowledge.

Siegel, Blank and Rigsby (1991) investigated the relationship between the educational institutions involved in accounting and the subsequent professional development of auditors. The research focused on turnover and time to promotion following graduation. Results indicate that graduates from professional schools of accounting were promoted faster to senior and manager level when compared with accredited or non-accredited accounting programs. The study also reported a lower turnover of graduates from professional accounting schools. The results showed greater difference in the longer term, indicating that the effects of professional socialisation are more likely to show up later than earlier.

Pharmacy

A number of studies review the responses to changes in pharmacy teaching that were being driven by a need to change the profession. In 1990, the American Association of Colleges of Pharmacy Commission recommended a number of changes to pharmacy programs. The changes include socialisation and professionalisation of students including communication abilities and professional ethics (Carter, Brunson, Hatfield and Valuck, 2000). The commission also recommended that graduates should have a contextual awareness of the role of pharmacy in the

health care system and that graduates were instilled with a professional identity and pride in the profession. They also indicated that socialisation be integrated throughout the curriculum.

In 1999, the University Of Colorado Health Sciences Center School of Pharmacy introduced a two-week orientation course to address some of these concerns. Topics discussed included roles of faculty, responsibilities of different types of pharmacists, time management, active learning strategies, pharmaceutical care and drug misadventure. Carter, et al., (2000) reported a highlight of the orientation course for many students was the white coat ceremony at the end, which symbolised their progression into the professional program. The evidence from student feedback, and anecdotally from the faculty, was that students started their program with a more professional attitude.

MacKinnon, McAllister and Anderson (2001) reported on the development, implementation and associated outcomes of a 30 week introductory practice course at Midwestern University College of Pharmacy, Glendale in the United States. They found that the introductory practice experiences were valuable in the early professionalisation of pharmacy students.

These pharmacy studies clearly showed that students benefited from efforts to socialise them by providing an understanding of professional practice.

Veterinary Science

Heath, Lynch-Blosse and Lanyon (1996) undertook a longitudinal study of students during their veterinary science studies and post graduation (second year). Students from the Queensland School of Veterinary Science were interviewed when they entered their program (1985 or 1986), in their fifth year (1989 or 1990) and their second year of work. The study found that views on role and status of veterinarians remained stable.

The authors made the point that socialisation in becoming a vet started early, with people having an interest in animals and developing skills in handling animals. The importance of these characteristics declined during the study. It was found there was an increased perception of the importance of interpersonal skills, communication skills and the capacity to work hard. Decreases in the perceived importance of honesty, integrity, dedication and prevention of cruelty were also reported. Attitudes hardened over time in relation to costs of treatment, non-payment of fees and availability out of hours. Some attitudes also changed during the study. These included the appearance of confidence, ability to diagnose accurately and quickly and capacity for meticulous attention to detail. The study also noted the importance of staff-student interaction in informal settings and saw this as important in developing future collaborative relationships.

Role of Field Experience in Professional Development

The novice professional must be capable of doing and not just knowing. This can be undertaken within the university program of study or after the program, with supervised work, before becoming a fully recognised professional.

Dunn, Ehrich, Mylonas and Hansford (2000), compared the perceptions of students undertaking three distinctly different undergraduate field experiences. They reviewed the results with respect to role integration, confidence and altruism. Their findings were that the practicum was a rewarding learning experience that served an important role in understanding and fulfilling the role of professional.

Nesler, Hanner, Melburg and McGowan (2001), reported on work by Saarman, which concluded that socialisation occurs both as a function of the education process and experience in the workplace. Evidence varied as to whether the socialisation occurred through the classroom or with previous and concurrent experience.

PROPERTY RESEARCH LITERATURE

Behavioural Property Research Literature

Property can be viewed from different perspectives and the two dominant models have been the finance or economics approach and the construction or bricks and mortar approach. Diaz during the last decade has developed an alternative approach, which has been described as behavioural property research or behavioural paradigm.

Diaz (1993) developed an activities model of property, which included both economic activity and resource allocation. Diaz argued that economic activity was human behaviour and that by using a behavioural approach we could abandon the economic constructs of infallible man and efficient markets.

The behavioural studies of the last decade concentrated on biases introduced into the valuation processes by the use of heuristics in decision making. These were built from the 1972 work of Newell and Simon, which was quoted extensively in Diaz, Gallimore and Levy's (2002) work.

Heuristics could be defined as rules or patterns (or 'rules of thumb'), which helped to reduce the complexity of decision making. The four main heuristics used in problem solving were the Representative, Availability, Anchoring and adjustment heuristics, Positively.

While it has been summarised that these were all used in the decision making process to determine a value, the research has concentrated on the anchoring and adjustment heuristics. The following authors have all made contributions to this research: Black and Diaz (1996), Diaz (1997), Diaz and Hansz (1997, 2001), Diaz and Wolverton (1998), Gallimore (1994, 1996), Gallimore and Wolverton (1997, 2000) and Hardin (1998). The main finding was that behaviourally, individuals were biased and that this affected decision making. Training to prevent or minimise mistakes was required and education of valuers should include an understanding of behavioural approaches to challenge the ration economic person approach that was assumed to underline peoples decision making.

Property Education

The literature on property education (also known as real estate education) is currently dominated by debate on how to ensure students understand and are prepared to work in a global property market. The growth of real estate knowledge and the disciplines that students need to be aware of has created the dilemma of what to leave out, rather than what to put in a degree. Roulac (2002) and Shi-Ming (2001) reinforce this dilemma. Roulac's (2002) work was significant in that it was the lead chapter in the book edited by Schultze entitled *Real Estate Education throughout the World: Past, Present and Future.* The book included chapters with perspectives from 35 countries. Schultze (2000) illustrated the dilemma of breadth with a house of real estate economics. The house consisted of a foundation of business administration supported by interdisciplinary studies and economics, law, regional planning, architecture and engineering.

The two pillars of typological and institutional aspects included:

- typological aspects – commercial properties, residential properties, industrial properties and special properties; and

- institutional aspects – developers, investors, construction companies, finance institutions, service companies and users.

The pillars in turn supported management aspects such as strategic, functional and phase specific aspects (Schultze 2002).

Roulac (2002) advocated that to be effective in property an individual must simultaneously provide perspectives of historian, behaviourist, global citizen, urban planner, geographer, business strategist, futurist, political economist and information specialist. Clearly no graduate would graduate from a property program with all these perspectives or knowledge of all these areas in the House of Real Estate Economics.

Apart from current real estate knowledge, students needed general business knowledge and skills such as how to learn, acquire knowledge, solve problems and be prepared for lifelong learning. Universities also had institutional requirements for graduates, for example, the University of South Australia currently requires all graduates to have seven graduate qualities (Page, 2000) and only one of these relates to knowledge.

Page (2000) and Page and Kupke (2001) examined the implications of the graduate qualities approach in relation to property education. The major implications were for those designing and delivering courses. The student would be unlikely to separate out the course aspects that develop knowledge, skills, values or attitudes as these would, in many cases, be addressed simultaneously.

Professional Body Membership Requirements for Valuers

A summary of the requirements for full membership for five professional bodies covering valuers is presented in Table 1. The professional bodies summarised have been chosen on the basis that they all had relevance for University of South Australia valuation students. These included the United Kingdom-based Royal Institute of Chartered Surveyors (RICS) and the United States-based Appraisal Institute (AI), which were both trying to cover and capture members outside their home countries. The other professional bodies, which were predominantly aimed at representing local professionals, include; Hong Kong Institute of Surveyors (HKIS), Singapore Institute of Surveyors and Valuers (SISV) and the Australian Property Institute (API).

For the purposes of this review the contents of Table 1 have mainly been prepared from publicly available materials presented on the web sites of the professional bodies. The members-only materials have not been reviewed for this paper.

The summarised information in Table 1 shows that the professional bodies are trying to socialise their new members and maintain the professional socialisation of existing members. The competency document for RICS (2003a, 2003b) provided a very complete picture of the values, skills and knowledge that a valuer should have as a minimum. Of the five professional bodies reviewed, RICS and HKIS would appear to offer the most structured socialisation process that incorporated values, skills, knowledge and attitudes.

Regulatory Framework Applicable to Valuers in Australia

In Australia, each state, except Victoria and the two territories, regulates the licensing, registration and practice of valuation by valuers. The regulations specify the requirements that a valuer must comply with to become registered or licensed, the conduct expected and required of valuers and other matters associated with the practice of land. There is no legislation governing valuation practice in Victoria, the Australian Capital Territory and the Northern Territory and as such anyone can act as a valuer in these jurisdictions. The legislation is summarised in Table 2.

The regulations covering who can value land changed in the mid 1980s in response to Australian Competition Policy. In some states, the licensing of valuers was replaced with a negative licensing system. This means that if an individual has appropriate qualifications they can act as a Valuer unless prevented from doing so. The prevention would arise from proven failure to perform. The regulatory framework identifies knowledge and skill requirements and provides guidance based on values and attitudes about who is not allowed to practice.

Table 1. Summary of membership requirements

Membership requirements	Professional Body				
	RICS	**AI**	**HKIS**	**SISV**	**API**
Accredited Qualifications	3 year degree	4 year degree (post 1.1.2004)	3 year degree	3 year course	3 year degree
Minimum age	Not specified	Not specified	21 years of age	21 years of age	Not specified
Post-course experience	Individuals require 2 yr experience that must include: • e-diary of work experience • e-log book of time spent on competencies • 48 hours Prof Dev training per annum • 3000 word summary of experience, end 1st yr • completion of a short assessable course dealing with ethical issues • 1500 word summary of experience (final year) • 3000 word report on a project that the individual has been involved in • 10 minute presentation on critical analysis of the project report • answer questions on presentation and professional capabilities at an interview • a lifelong learning plan (not assessable)	Individuals must: • undertake Advanced Residential Forum and Narrative Writing course or Report Writing and Valuation Analysis • be an associate member of good standing for minimum of 12 months • must submit a list of appraisal work after completing 2000 hours (maximum of 1500 hours per annum credit) for a SRA [residential valuer only] member and 3000 hours for MAI members [valuer of all property types].	Individuals must: • have 2 years experience with minimum of 100 hours undertaking valuation work, 100 hours in another field and 100 hours in one or more fields • maintain a diary of work experience and log book of time spent on competencies • undertake 40 hr structured learning and education • write 3000 word summary of experience at end of first year • write 3500 summary of experience, training and structured learning • make 10 min presentation on project • pass an Ass of Professional Competence • undertake a professional interview	Individuals must: • have 2 years experience, which must be under supervision of a member with no less than 7 years experience • pass an exam • keep a log book for minimum of 24 months and must submit the log book every 6 months for inspection • attend an interview conducted by an assessment panel	Individuals must: • have 2 year experience provide documentary evidence of involvement in profession • undertake a professional interview covering expertise in particular field, understanding of professional responsibilities and Code of Professional Practice Standards and professional development.
Required competencies	• A full listing of competencies, which graduates must acquire, is available from the RICS web site (RICS 2003a). The breadth is illustrated by the following subset: • Customer Care, Law, Environmental Awareness, Health and Safety, Self Management, Information Technology, Team working, Oral Communication	• Not specified	• Lists tasks to be undertaken during experience and minimum time for key skills	• Not specified	• Not specified
Membership maintenance					
Ethics	• Strongly recommended to comply with Guidance Notes on Prof Ethics	• Comply with Code of Ethics and Standards of Professional Conduct	• Comply with Rules of Conduct	• Comply with ethics outlined in Constitution and Bye Laws	• Conform to Rules of Conduct
Character		• Maintain status of good moral character			
Valuation standards	• Value in accordance with The Red Book (RICS 2003b)		• Comply with standards of Professional Appraisal Practice		• Comply with standards or professional practices
Compulsory courses		• Standards of Professional Practice course once every five years	• Not specified	• Not specified	• Undertake Risk Management Module every 3 years
Professional Development (PD)	• 60 hours over 3 year with minimum 10 hours in a year • From 2004, must develop learning objectives in advance and provide evaluation of effectiveness	• Valuations must contain statement that individual has/has not maintained continuing professional educational requirement • 100 hours over 5 years	• 60 hour over a 3 year period	• 60 hour over a 3 year period	• 20 hour of continuing professional development per year

Table 2. Summary of legislative requirements for valuers

State	Legislative requirements	
	Character	Qualifications
NSW	• Good character	• Approved study, or
		• Gained experience under guidance of registered valuer
WA	• Good character and repute	• Prescribed education, and
	• Competent	• Practical experience during past 2 yrs or not less than 4 in past 10 yrs
SA	• Not specified	• Education qualities of a type acknowledged by the Commission
TAS	• Good fame and character	• Prescribed study, and
		• Hold certificate of competency
QLD	• Good fame and character	• Certificate of competence issues by prescribed institute of valuers, or
	• Fit and proper person	• Sufficient experience over a period of five years, after commencement of an approved course of study

DISCUSSION

The literature reinforces the transformation that occurs in the professional socialisation process. Graduates have not only obtained technical skills but have also changed their values and how they think. The professional socialisation means they think like, look like and have values of their respective profession. Schleef (1998) noted that this extended as far as absorbing cues on how to talk, cut their hair or wear makeup. Schleef gave other examples on changing to thinking and the development of ways to remove emotion from problem solving.

Egan (1989) and others also pointed out that the socialisation process was about shifting individuals thinking where they already had a predisposition for this. Further, he indicated that the self-construct could be destroyed if the socialisation process was not consistent with the students' previous experience. It was in this situation that it was important to provide support. The work of Siegel, Blank and Rigsby (1991) showed that the socialisation influence had longer term impacts with graduates from professional schools of accounting being promoted faster to senior and manager level when compared with accredited or non-accredited accounting programs.

The pharmacy studies reinforced the importance of the socialisation process and that it could not be left to the end of the study program. It was important to start the identify process from the start and this would result in students being more applied to their studies. Carter et al., (2000) reported on the University of Colorado Health Sciences Centre School of Pharmacy orientation program in which students received their white coat at the end of the period. This signified they had started their socialisation into pharmacy.

Field experience also had an impact on the socialisation process, but there were cautions in the literature. Unless there was positive support from all players, it had limited benefits. The supposition quoted by Schleef (1997) was that the case study method that had encouraged short term thinking to solve problems without having to account for the impact of decisions could be the reason big companies rely too much on short-term solutions.

The literature would suggest that university experience and field experience had an influence on the professional socialisation of valuers, though the relative value of each period was unknown. The work of Nesler et al., (2001) showed that these other influences could have a greater impact on socialisation than the influence of the campus experience.

Overall, the literature confirmed that the socialisation process was important, impacts for a long time and needs to start early. These aspects of socialisation needed to be considered in any future work on the socialisation of valuers.

The Weidman model provided the key influences on professional socialisation. The model highlighted the parties that had a role in professional socialisation and reinforced the complexity

of understanding these influences on the individual and the ultimate success or otherwise of the individual experiencing socialisation. This complexity was further reinforced by the other professional socialisation literature, which suggested that the only way to obtain a good understanding of professional socialisation was to take a large sample longitudinal study that started before the university program, identified changes through the socialisation process and then followed the graduates into their first jobs and later their senior jobs. Such a study would need a minimum of four to five years longer than the time required to undertake the qualification and the requirement to start before a university program is commenced made it unrealistic and unattainable. For this reason, some of the studies reviewed only gave glimpses of what was required in the socialisation process.

This study does not pretend to have covered all areas of professional socialisation in sufficient detail to draw many conclusions. It appears to be the first study focusing specifically on professional socialisation of valuers and in this respect is only a starting point to ask more serious questions. One area for further study that needs to be undertaken is an examination of the socialisation process from the graduates' perspective. Clearly it is of interest to gain an understanding of when a graduate believes they become a valuer: when they graduate, or when they gain full membership of a professional body or at a later stage? Also how they believe this process could be improved. Another study area is to ask the academics who teach students studying valuation what role and influence they believe they have on the socialisation of students into the professional valuation role. This can be broadened to look at what else academics believe they can and wish to do to influence the professional socialisation of students.

The development of a Graduate Quality framework at University of South Australia, and the requirement for staff to attend to this in course development and delivery, is an example of the imposition of a further level of complexity for academic staff, as the framework encompasses aspects of values and attitudes as well as knowledge and skills.

The professional bodies want a controlling influence in the university socialisation process through the accreditation processes and future partnership models. The concerns of these bodies are, however, about the quality of inputs (students and staff) and the knowledge and skills delivered. There is very little debate on values and attitudes or on the socialisation process. The professional bodies clearly see the universities finishing their role when the students graduate and at this stage these bodies do not see or plan a role for the universities after graduation. Other professions, such as accounting, utilise universities to deliver professional development education after undergraduate education.

CONCLUSIONS

The socialisation of professions is a significant issue for the property profession, providing the knowledge, skills, values and attitudes for an individual to operate. Universities have a role in socialisation that has a long reaching impact on a professionals' career. The legislative and professional bodies' membership requirements have a major influence on professional socialisation. These requirements have changed in response to failures in the past and there is global pressure to develop consistent methods and standards of operation. The University of South Australia has an opportunity to review its property program and to re-examine what it provides to commencing students. There is clearly a difficulty in deciding what to leave out of courses and what could be provided in postgraduate study or professional development courses run in conjunction with the profession.

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Professional socialisation of valuers: Program directors perspective

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An examination of the professional socialisation process is critical in changing the way graduates are trained and how they are supported post graduation. This article summarises key mechanisms to facilitate socialisation from recent socialisation studies undertaken in the fields of medicine, physical therapy nursing, occupational therapy, and certified athletic coaches. The article outlines the design of a survey of undergraduate university property program directors in the Pacific Rim to determine their awareness of professional socialisation and how the development of graduates' professional socialisation is accommodated at orientation and in subsequent years of their program.

Valuers, professional socialisation, property education, appraisers, program directors

INTRODUCTION

Professional socialisation refers to the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture.

This article summarises key mechanisms to facilitate socialisation over which universities are considered to have an influence. This has been determined from recent socialisation studies undertaken in the fields of medicine, physical therapy (physiotherapy), nursing, occupational therapy and certified athletic coaches,. The review concentrates on what the studies offer in the development of the graduate, the role of the university and a graduate's first few years in the workplace. These disciplines have been selected since, like property, they are seen as new professions and graduates require field experience and examination before becoming full members of the profession.

This article outlines the design of a survey of undergraduate university property program directors and provides preliminary findings with regard to research into what universities are doing to socialise valuation students. The survey and analysis were informed by the literature review.

LITERATURE REVIEW

The main socialisation mechanism over which the universities have some influence has been identified in the literature on professional socialisation of the graduate at university and their work as a novice professional include early context, role models, placements, reflection, ceremonies, and curriculum.

It is important to provide students with an early understanding of the end point of their studies and also to provide them with an understanding of why students are learning particular content. If they understand 'why', there is a greater chance that in depth learning will take place. Meyer et al, (2005) found that providing the end point early improved socialisation in the Doctor of Physical Therapy. Carter et al, (2000) and MacKinnon et al, (2001) both reported the benefits of providing a introductory context and course in pharmacy programs. Bozich-Keith & Schmeiser (2003) developed materials to support early socialisation of nursing students and Sellheim (2003) found that students were more likely to deep learn, rather rote learn if they understood the end

point. Pitney (2002) advocated the need also to provide an end point for new staff. This was based on problems faced by certified athletic trainers whose only induction was in how to fill out forms. They did not have clear role statements and it is essential to clarify the roles of the people entering the workplace.

Role models can have both a positive and negative influence. Teschendorf (2001) advocated positive role models in all aspects of student interaction, including program administration as students read the staff behaviour and not what the staff said. Mostrom (2004) also advocated the necessity of providing positive role models in the teaching of physical therapy students. Maben et al, (2006) reported on the sabotage to the Project 2000 in which the nursing curriculum was changed to provide a more holistic and patient centred care. Socialisation into the new care model was destroyed by the hospitals role model and work practices when the graduates entered the hospital. Aperk and Eggly (2004) reported similarly of medical curriculum changes that were destroyed in the medical internships. Pitney (2002) lamented the lack of any role model for certified athletic trainers. Teschendorf (2001) also promoted the importance of expecting professional behaviour from students including taking responsibility for their own learning and gradually increasing this expectation. Coupled with this is the staff practice of frowning upon students' non professional behaviour.

Field and clinical placements provide significant socialisation. Gallimore (1991) noted the development of practice skills in the placements and it was seen as essential that positive role models were provided and people had clear expectations. Dunn et al, (2000) made several recommendations about ensuring the field experiences provided a positive socialisation experience, for example, for university staff to play a proactive role in supporting students' learning in the field experience. Koenig (2003) reported on an instrument developed to predict performance in these placements. Often placement students were provided with little supervision so it was important to identify those who were having or likely to have trouble and support them. Clouder, (2003) also noted the need to help those that did not have the appropriate skills in these placements.

Brown et al, (2001), Pitkala and Mantyranta (2003), and O'Loughlin (2005) all promoted the value of reflection in the socialisation process. The keeping of diaries or use of professional development plans, aided this reflection. It is critical that students have time to reflect and it is important not to overload the curriculum.

Pharmacy and Medical programs had commonly included white coat ceremonies in the early stages of programs. This reinforced to the students that they were becoming professionals. Carter et al, (2000) reported on the anecdotal evidence from the academic staff that this increased the professional attitude of the students to their study. The curriculum should contain content and values that were expected of professionals. Significant efforts had been made to change the professions by changing the curriculum. This had been done in pharmacy, nursing and medicine. However, as indicated earlier, this could all be sabotaged if the right role models and resources were not provided afterwards. The benefits of university socialisation could also be lost if a graduate entered the workplace without induction or clear expectations. Providing mentors what represented the practice wanted in the new organisation was considered important.

The evidence suggested that good early socialisation would provide benefits both at the start of a graduates' working career as well as later on. Page (2004) reported on studies that showed good socialisation provided benefits later in the career as well as first up. Poor socialisation could also be longstanding and Page (2005) also reported on the inference that the Harvard business case study method was responsible for the over reliance of businesses and investment house decisions on short term objectives rather than long term sustainability

PROGRAM DIRECTOR SURVEY

Two surveys were designed to investigate the influence of the university on the socialisation of property and valuation graduates: one survey of the program directors and another to gain graduates' perspective. The design of the graduate survey was reported in Page (2007). The program directors survey questions were focused on short term objectives and were divided into six categories. Guiding questions were designed for each category to elicit information on aspects that influenced the socialisation process. The questions are provided in Appendix 1. The following sections describe the rationale for each category.

Program History and Market

The program content is likely to be influenced by its location within the university organisational structure and whether the program emerges from a business finance background or from a construction background. Page (2005) reviewed the nature of programs and their location within the university structure, which showed that the age of the program was likely to influence current program structure as it would have evolved from a period when certain trends in university education were taking place. The timing of program review was significant in determining if a program had undergone change or whether it would have to change soon as a result of university or government directions. If the program was in a transition phase this would be a pertinent factor as it could influence the findings of this study.

This study is specifically about the socialisation of valuers. .However, many university programs have shifted their orientation over the last 20 years from being valuation only to having a broader property context. For example, the University of South Australia had three specialist streams for a decade, in valuation, conveyancing and property management and agency. Students interested in marketing or finance was encouraged to undertake either a second major or a double degree. In many cases property programs in Australia have provided elective streams of courses which allow students to specialise in a number of property fields.

The program mode can also impact on how students are socialised, for example, full-time versus. Part-time mode can influence the opportunity for students to undertake work experience or gain employment. The option of external versus internal can also have an influence over how students interact and the influence of the staff over the students' socialisation.

Program Design

Questions in this category aim at identifying which key aspects of professional socialisation are taken into consideration in developing the program design. The questions also aim at identifying constraints preventing the development of the ideal property program and, specifically, what the difference is if some of these constraints do not exist. The university influence on program design is also important at the macro and micro levels.

The influence of the professional bodies on program design is also of interest, as it is expected that this can have a significant influence. In order to understand this influence further, questions are asked of program directors about differences if the professional guidelines do not exist.

Program Management and Control

The questions in this category aim to identify what quality controls exist both internally and externally over the programs. The questions also target identifying the proportion of the program that is taught by property staff and industry professionals relative to staff from a non-property background. This is likely to influence the socialisation process.

Program Implementation

Implementation questions are included to discover what aspects of socialisation occur at specific stages of the program. The questions also aim at identifying whether students' socialisation

opportunities differ and if different teaching and learning is used to aid other students' socialisation. The questions also examine some elements of potential socialisation that can occur with industry links, such as work experience and mentoring schemes.

Three programs in Australasia were longer than three years, as they had specific industry placements within their programs, and additional question are included in the questionnaire to discover more about the socialising influence of these placements.

Program Success and Challenges

This section aims at obtaining the program directors perspective on the strengths and weaknesses of their program and to generate information to assess the key socialisation aspects such as knowledge, values and attitudes. There is also a question on when they believe their students become valuers, which allows triangulation with the graduate survey.

Program Directors

The questions in this section are to identify the program directors and leaders property knowledge, field or work experience and teaching experience relative to the program as the program director or leader can be perceived to have a significant influence on students.

PROGRAM DIRECTOR SURVEY RESULTS

All property program directors or program leaders, as listed on university web sites for undergraduate property programs in the Australia and New Sealand, were invited to participate in the discussion. Eight people participated in interviews that took place in November and December 2006.The interview questions listed in Appendix 1 were the basis for the discussions with program directors. The interviews were transcribed and common factors were identified from these interviews. This section reports on the early findings from this survey.

Program History and Markets

The property programs were not designed only to train valuers. Different end points were possible and different classification systems were used with one program identifying 11 different markets for their graduates. Programs were mainly dominated by school leavers (approximately 80%) and generally had a balance of 60% male 40% female. Most program directors provided comments that the trend over the last decade was for more females to be undertaking property programs.

The majority of the programs were designed around a full-time internal mode, though some did have a small amount of web material available to support internal students. Two programs had an external option and a third program had its material delivered at more than one site. The organisational location of property programs varied across the universities represented in the interviews, but the majority of property programs are within either a business or a construction faculty. In New Zealand, programs were offered by two faculties, though the viability of the agricultural programs was questionable. The survey discussions concentrated on the more viable business versions. Irrespective of the program location, most students faced a common first year.

The program length varied between three and four years with the programs in excess of three years having an industry placement component. The programs of three years duration generally had no formal industry placement component. In one case, industry experience could be recognised for one course if the appropriate diaries were kept. Another program was contemplating recognising industry experience and the program structure allowed for credit to be given.

The property programs were now very close to being prescribed programs with students having very little choice over which courses they studied. Program directors indicated that choice of courses had gradually been reduced and in most cases the number of elective options was those mandated by the university.

Program Design

All program directors indicated that they complied with the professional body's education requirements and that these requirements did not have a significant influence on program design. Most program directors indicated that they were likely to keep their programs the same even if there were no educational requirements from professional bodies. There was some variability with regard to how items were presented for the benefit of the professional body and in some cases program directors emphasised the importance of using the right language to show that values or content was incorporated into courses in other ways, for example. materials. The current proposed change in the Australian Property Institute's (API) compulsory academic requirements might influence the amount of rural content presented in the future, as rural studies were likely to be no longer compulsory. One program director indicated that the program was a compromise between what the staff wanted and what industry and professional bodies wanted, and what the staff wanted tended to reflect their expertise. Interestingly the program contemplating removing the rural aspects had recently lost its rural staff member.

Curriculum overload is a recognised issue. When program directors are provided with suggestions for extra content, then they indicate that this results in discussion over what can be dropped to enable the new aspects to be added. There is also the issue of work load for property courses compared to other courses in the faculty. The clear impression is that many property courses contain more assessment and expectations than other business courses and this is a concern.

The accreditation of business programs by other authorities also impact on property programs. The needs for business students to have capstone units, international perspectives or other graduate qualities in some cases reduce the amount of property content. These alternative accreditations have weakened the influence of the professional bodies which was reflected in that it was property content that was deleted to ensure the other authorities accreditation requirements were met.

Many of the property programs had an advisory committee that met at least once a year. These advisory committees provided feedback to program directors on proposed changes. The advisory committees had no formal functions and, in some cases, they were there as a response for money provided by industry or a conduit to industry hopefully to obtain resources or cooperation.

The program directors with short experience were frustrated by the extent of influence of university policy and procedures on program design. The longer term program directors just saw them as factors that had to be worked with. The new research framework was also perceived as a threat by several of program directors. They perceived that it could reduce staff-student interaction, which they believed was important.

Program Management and Control

The property programs all had to undertake annual internal university reporting and annual reporting to the relevant accrediting professional bodies. The programs also had significant reviews every three to five years. These quality control measures were not seen as a threat to the professional socialisation of students. In several situations, the licensing board also participated in an annual review. The licensing authorities that participated probably had a greater influence than the professional bodies and this might have arisen due to these authorities having full time staff. Several universities held focus groups with students on a twice yearly basis and they took notice of the feedback. They believed this was the reason why their programs were rated highly in student evaluations.

The property courses were mainly taught by full time university staff with industry personnel being used as guest lecturers on specialised topics. Industry personnel were not used as tutors or as markers. It was commented that some industry individuals wanted to assist the industry and they frequently offered to give some specialist lectures. In one program 50 percent of the property

courses were taught by industry practitioners with this program only having a few permanent university staff.

Program Implementation

Most of the programs had a common first year, which meant that property teaching was generally only minimal in the first year. In some cases, a property course or part of a property course was incorporated into a core course. In one program, common first year courses were moved to second year to allow property courses to be included as part of first year studies, which allowed the students to be provided with an endpoint and larger context within the first year. Most program directors accepted that a common core was an economic necessity. In most cases, there appeared to be no concern that a property course was not undertaken in the first year of study.

In most programs there was some interaction with the profession in the first year. This often involved a couple of presentations and drinks but few program directors saw these events as being important. In this situation, the students were exposed to recent graduates who discuss what their job entails. Many program directors commented favorable on these interactions between students and industry.

Program directors were keen, however, to provide further student interaction with industry and the professions later in the program during the second and third years of the programs.. This was implemented through mentor schemes or specialist guest lectures. As part of one course, one of the institutions invited past graduates to discuss their work with students over a three to four week period. Two program directors commented that students were encouraged to participate in the young version of the Property Council of Australia Events. Several program directors also discussed their mentor or buddy schemes. Three spoke highly of the value of these schemes and they indicated that they had been evaluated and would continue with some modifications. One program director was extremely keen to restructure their mentor scheme to ensure that it did provide a positive contribution to professional socialisation. The program directors believed that the practicum component within programs had a significant positive effect on the socialisation of students but did create some difficulties. Employers who had invested in the students generally wanted to keep the students in their employment. This meant the students must finish in a part-time mode, which creates some difficulties for the students in finishing study and working. Conflict arose whether the students should be at work or at the university. The directors of programs with a practicum made no formal efforts for this socialisation to be shared with fellow students. One program director noted the experience might have been shared informally and might have influenced tutorial answers.

Program Success and Challenges

The students of most property programs were made aware of the relevant professional body guidelines. A small amount of program time was allocated to developing professional values. There was, however, some skepticism that the desired professional values could be taught and that students either came with them or did not. One program director indicated that the demonstration of professional values by staff and program directors was essential in developing student professional values and he also flagged the importance of not accepting unprofessional behavior and, in particular, cited plagiarism.

Program directors indicated that they made students aware of the professional practice guidelines and also expected students to undertake some valuations within the program. It was acknowledged that the programs only provide limited opportunities for students to undertake valuation, due to constraints on the volume of assessment. It was seen as industry's responsibility to develop these skills after graduation. In some programs a six month (minimum) industry practicum provides an opportunity to gain further professional practice skills. An understanding of professional practice was also picked up by mentoring and buddy schemes, which involve

students shadowing those in industry for a short period of time. This was done with the expectation that students will know more about work tasks and industry practice.

The professional knowledge required to be a valuer was generally taught over several courses in the final two years of the program. Program leaders believed this was done well but there were issues about how much could be provided within the programs. There was clearly no difficulty in finding material and it was easy to overload the curriculum.

Program leaders did not indicate any specific challenges that were common across all their programs, though there was some commonality in that the profession and industry had to be realistic in what could be achieved in a three year undergraduate degree. There was also some lamentation of the amount of students' commitment to their studies with competing interests taking priority.

DISCUSSION

The preliminary review of these results indicates that socialisation of valuers is occurring satisfactorily from the program directors perspective. In considering the socialisation literature and the key components over which the university has some control, the main inconsistency is the provision of a clear end point in the early stages of the students' study and data from the survey indicates that very little about property is taught within the first year of the programs. The linking with industry and profession in the first year appears to be largely superficial.. However this again raises questions about what is the end point when program directors identify up to 11 career end points with most programs clearly producing graduates for several property careers.

Program directors talked enthusiastically about the professional socialisation that occurred for students when they undertook work placements, part-time property work or formal practicum. Program directors did not, however, try to utilise or formalise in any way the sharing of students' experiences with students who had not participated or had participated in different experiences.

The main elements of socialisation in the field of valuation provided through universities are the body of knowledge required and an introduction to valuation practice and values. All these elements are further developed in the workplace. The socialisation of valuers is largely achieved with the universities providing most of the knowledge and an introduction to valuation practice and values that are further developed in the workplace.

CONCLUSIONS

The socialisation of valuers is dependent on many influences including the universities and the first employers. The universities are highly accountable to the profession in undertaking this role. The only significant variation from the professional socialisation literature on the running of property programs is the lack of providing clear end points at an early stage. This is difficult to do when common first years course are dictated in universities and programs contain students heading for multiple end points including valuation practice.

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APPENDIX 1

Guiding questions for discussion with Program Director (course coordinator)

Program history & market

Outline

1) name of the property program
2) how long has program run and when was program last reviewed
3) what are the target markets for the graduates & does this effect choice within the program
4) is the program the same for all modes of study, fulltime, part-time, external and online.
5) How many students are undertaking this program and what is there general profile with respect to age, experience, study mode and gender.

Program design

Outline

1) what are the guiding principles in deciding content of program
2) how is the professional values developed within the program
3) how is an industry orientation built into the program
4) how do you get your students to understand professional practice
5) what role does the API , RICS ,SISV, NZPI guidelines have in the design of your program

6) if the guidelines did not exist, would your program look differently and what would be different.
7) what parts of the program are designed specifically for those graduates going on to become valuers.
8) constraints on design of program through university policy
9) role of faculty/ division in design of program

Program Management and control
Outline
1) what % of program is taught by property staff
2) what % of program is taught by industry practitioners
3) what involvement do professional bodies play in checking quality of program on annual basis
4) what other checks do you have on quality control both annually and periodically

Program implementation
Outline
1) what do you do in the program/course in the first few months to orientate the students to the profession
2) what do you do in the subsequent periods.
   a. Year one
   b. Year 2
   c. Year 3
   d. Year 4
3) Do you vary this for students with different backgrounds in property
4) Do you do anything to share the property work experience of students with fellow students
5) Do you involve the industry in orientating students towards industry.
6) Do you encourage students to be involved in industry activities-if so how is this encouraged
7) If industry placement program-discuss its operation, success and challenges
8) What different, needs to be provided to valuers relative to other property graduates

Program success & challenges
Outline

1) the success of your program in preparing graduates for work in the property industry with respect to
   a) Knowledge (or content)
   b) Professional practice –would they be able to undertake work in line with professional requirements
   c) Professional values-would they act ethically and not be pressured /seduced to meet clients need

2) what are the weaknesses of your graduates

3) can you separate your answers for this for valuers vs other property professionals.

4) for the valuation graduates, at what point do you believe they become a valuer.

Program director
Outline
1) years teaching
2) yrs as program director
3) property education
4) Property experience

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AUSTRALIAN GRADUATES' PERSPECTIVE OF THEIR PROFESSIONAL SOCIALIZATION

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Key words: professional socialization, graduate outcomes

Abstract: *Professional socialization can be described as the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture. The literature suggests that study and consideration of professional socialization assists in improving tertiary education and graduates' preparedness for the real world pressures of professional working life. This paper presents Australian valuation graduates' perspective of their socialization into the valuation profession. It identifies the values and skills they deemed important as a novice professional value and when they believed they had achieved the status of a professional valuer. It provides insights from the novice professional valuer, for the provision of mentoring and supervision and what may be implemented by the profession to deal with some perceived shortcomings.*

1 Introduction

Professional socialization refers to the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture.

This paper discusses part of the work undertaken by Page (2007b), and follows the previous review undertaken by Page (2004) and research relating to socialisation with respect to property professional bodies (Page 2005). The paper provides a brief introduction to socialization and what the literature offers with respect to ensuring successful socialization of graduates. The main part of the paper reports on interviews with valuation graduates who have completed their time as graduate valuers and have recently achieved Certified Practicing Valuer (CPV) status.

1.1 Socialization model

The socialization model that was used as the basis of the review by Page (2004) is shown in Fig. 1.

Fig. 1 Conceptualizing graduate and professional student socialization (Weidman, J.C., Twale, D.J. & Stein, E.L. 2001 p37)
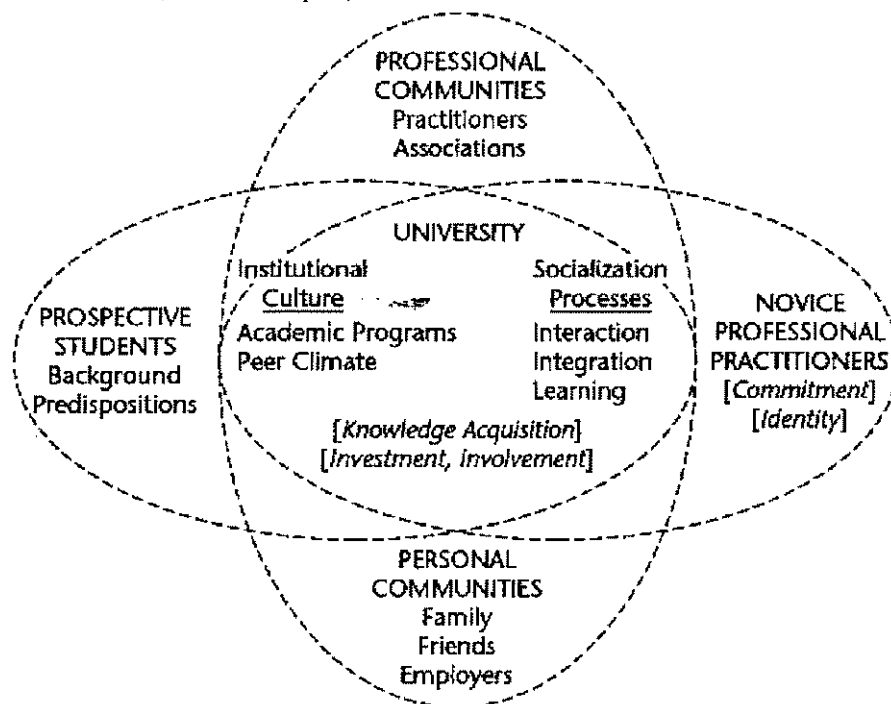

Figure 1 provides a framework for understanding the socialization of graduate and professional students. At the centre is the core socialization experience in the professional degree program consisting of the institutional culture of the university, the socialization processes and the core elements of socialization. This is the part of the socialization process over which that university's have key control.

Surrounding the central portion of Fig. 1 are four other components of professional student socialization: prospective students (background, predisposition), professional communities (practitioners, associations), personal communities (family, friends, employers) and novice professional practitioners. These components are outside universities control, though prospective student's backgrounds may be taken into account in the selection process.

The ultimate outcome from this model is the professional who has been transformed with respect to self-image, attitudes and thinking processes.

Page (2004) focussed on the professional socialization component related to the professional bodies and the university component. Page (2005) further explored aspects relating to the professional bodies requirements for membership.

Page (2004) reported on the socialization process and the transformation that occurred:

> Graduates have not only obtained technical skills through university studies but have also changed their values and how they think. Their socialization means that they think like, look like and have values of their respective professions.

1.2 Socialization Literature

From the literature on professional socialization reported extensively in Page (2007c) a number of elements emerge that the university and or the profession can have some influence over and as such influence the professional socialization of the graduate and the novice professional.

- **Early content/big picture/professional end point**
  It is important to provide early understanding of the professional end point and also an understanding of why students are learning particular content. If they understand why, there is a greater chance of in-depth learning.

- **Role Models and mentoring**
  Role models can have both a positive and negative influence, both at the university and in working as a novice professional. Positive role models are advocated in all aspects of student interaction, including program administration. Students read the staff behaviour and not what the staffs actually says

- **Placement**
  Field/clinical placements provide significant socialization, but it is essential that positive role models are provided and people have clear expectations. It is important to provide mentors the desired organisational practice.

- **Reflection**
  Authors promote the value of reflection in the socialization process. Keeping diaries or using professional development plans aid this reflection. It is critical not to overload the curriculum so that there is time for reflection.

- **Ceremonies**
  Pharmacy and Medical programs have included white coat ceremonies early in programs. This reinforces to students that they are becoming professionals.

- **Curriculum**

  The curriculum should contain content and values that are expected of professionals. Significant efforts have been made to change the professions by changing the curriculum. However but this can be lost if graduates enter the workplace without induction or clear expectations.

- **Long-term impact**

  Tertiary studies that incorporate effective early socialization generate benefits later in a graduates' the career as well as first up.

1.3   Property literature

The property literature, as reviewed by page 2007 was dominated by the need to define a body of knowledge and prioritise the disciplines to be taught. However, the process of trying to establish a definitive body of knowledge was not successful because of the different approaches to real estate taken by academics and professionals in different locations around the world. There was general consistency in the importance of providing a more holistic approach to real estate education (Roulac 2002 Vandell 2003, Boyd 2005). In an Australian context Boyd (2005), Elliot and Warren (2005) and Newell (2007) outline the current pressures that will make it more difficult to provide an appropriate education, and Boyd (2007) outlines a possible graduate training program to address some of the issues of developing graduates that universities are not currently doing and further, unlikely to do in the future.

2   Graduate survey, sample and analysis

The graduate survey (fully explained in Page2007a) examines the influences on the individuals' socialization to become a valuer. Graduates were asked about their background and disposition to choose property studies and' in particular' valuation. Graduates were asked specifically about the values, skills and knowledge they believe are critical for valuers and how well their university studies prepared them with respect to these aspects of socialization. Graduates were asked about their professional development since graduation and the role of the employer/mentor on their development. This is important to identify the aspects that influence the socialization of the novice valuer. Interviewees were asked to identify the point that they felt they changed from being a novice to full professional.

Finally, graduates were asked to reflect on their experiences at university and as a novice professional and provide thoughts on improvements or changes that could be made by universities/professional bodies/employers to provide more effective socialization.

Graduates working in three states were interviewed. Each of these States has significant differences in requirements for an individual to be able to act as a valuer. In South Australia, a new graduate can operate as a valuer and the tertiary educational requirement is all that is required for an individual to start operating as a valuer. If an individual is a member of the professional body, then they need to have their valuations countersigned until they achieved Certified Practicing Valuer (CPV) status. In Victoria, there is no licensing of valuers. Valuation work for government or certain firms requires a director

or the valuer to be a CPV recognized valuer with the professional body. In NSW, valuers are licensed. and the licensing authority will provide restricted licenses and graduates can quickly get a license to value residential properties. However it takes longer for an individual to obtain a full license.

The graduate sample was obtained by asking the local API staff in each of the three States to ask for volunteers from those who had achieved CPV status in the preceding 12 months. This meant they had a minimum of two years work experience following graduation and in several cases significantly more than that as they were not encouraged to submit to the CPV examination process. Eighteen graduates were interviewed which included six females and twelve males and graduates who had taken up valuation as a second career.

The epistemology chosen is constructivism which permits the researcher to explore meaning. It allows for different people to construct different views from the same circumstances which is not allowed in some other epistemologies. The theoretical perspective chosen is that of interpretivism which looks at cultural and historical derived interpretations of the world. It allows the researcher to bring their pre-understandings into the research process and allows the researcher to use this knowledge in interpreting the results. This is an important issue as I have been teaching property studies for twenty eight years.

The graduate interviews were initially scanned with respect to contextual information to ensure that the sample covered the diversity of background, work location and programs undertaken. The sample was deemed to be of sufficient size and diversity as the latter interviews were not bringing forth significant new information. The graduate survey was also categorized into themes around the professional socialization aspects of knowledge skills and values and categories with respect to the socialization as a novice professional.

3 Graduate results and discussion
Results of the interviews are discussed in this section under the following sections

3.1   Graduates professional values
Graduates noted the professional values that were critical for valuers were:
- confidentiality'
- resisting client pressure including pressure from a clients ex-spouse
- duty of care.

Pressure from clients was mentioned frequently however, interviewees also said that valuations relating to property divorce settlement were particularly difficult. The pressure was not necessarily from the client but rather the client's partner who was occupying the house. This has changed a little with new family court procedures that require only one valuation. The valuer still felt under pressure to look at all aspects that the house occupier wanted to show them and listen to all the issues about the house. It was important that the lawyers heard that they had undertaken a thorough job. The graduates believe it is a distracting process. The other aspect of this work is the honing of communication skills, as often the house occupier does not want the valuation to occur and is trying to delay the

process. Convincing the house occupier to allow the valuation to be undertaken often requires considerable negotiation, particularly to enable the valuation to occur in a reasonable timeframe.

Several graduates spoke of the pressure exerted by financiers who wanted to force a deal. They indicated this was especially a problem with residential properties. They spoke of a more professional approach being evident with larger corporate clients and also spoke of their employers avoiding working with some firms. The risk management strategy was not to do work for clients that pressured you. The graduates believed the university made them aware of the professional values of confidentiality, resisting pressure and duty of care but that they were not sufficiently prepared for the pressures.

3.2   Graduates skills

Graduates identified five significant skills for valuers:
- communication both written and oral including networking
- rational/logical/analytic skills
- research skills
- computer literacy
- spatial information and analysis skills.

Networking is an essential skill for a valuer. Sharing of data and information on properties is important to be able to undertake the task. Attendance at professional development workshops was identified as an important way to meet people that you may need to contact in the future for advice.

Graduates regarded good written and oral communication skills as being highly important. Though they had produced written reports at university, these 'took on another level' when they had to be written for a client who did not know the property. The report had to describe the property and how the valuer determined its value. The graduate's report had to be internally consistent and the valuer also needed to be able to put their own opinion on paper in a precise and accurate way.

Analytic skills were regarded as critical in processing the available information in order to perform the valuation. Research skills were also considered important because they were required to track down relevant data.

Graduates who had undertaken municipal valuation work in Victoria were required to produce spatial valuation data. This was a skill they believed they were not taught. Graduates from a surveying background indicated that not enough use was made of spatial information. They believed it can provide an important perspective as patterns of values with respect to surrounding properties can be identified. This improves the valuation for the client, making the valuation result more equitable.

The graduates felt they were well prepared for analytical and research tasks but they felt underdeveloped in the area of communication, especially verbal.

3.3 I am a valuer

Graduates were asked when they believed they had become a valuer. The point of acknowledging oneself as being a valuer was generally not State licensing, graduation or achieving certified practicing valuer status with the Australian Property Institute. The general theme from the interviews was that they regarded themselves as valuers when:

> I have people (other professionals) ask for your views on the value of a property. Graduate 15

> I started to rely on my own advice. Graduate 15

> I started to feel that I was adding value. Graduate 17

Three CPVs believed they were still not professional valuers because they did not have specialised knowledge in a field within valuation. They told people they had the valuation credentials but felt they had 'some time to go' to really become a valuer. Some graduates spoke of different times for different valuation types – immediate upon graduation for simple residential valuations, to many years for certain specialised valuations. This is consistent with the program directors' thoughts who gave a range of answers regarding the question of how long they thought it would take to become a valuer. Page(2007b) They also linked this time frame to the property type, i.e. within a month for residential valuations, and up to two years for the more complex commercial valuations.

3.4 Graduate valuer supervision and mentoring

In larger firms there is more of a process of corporate governance in which every valuation leaving the firm must be signed off by a director. Directors also normally have their own work checked by others. The degree of review was generally dependent on the total value of the valuation and the degree of complexity. In small firms or single person firms this could not occur. In contrast, valuers within larger firms could readily call on the expertise of others within their organisation to provide insights on methods to help with data or to have meaningful discussion about aspects of valuation.

Within larger firms there is also an opportunity to rotate work and obtain experience in different valuation fields. There also appears to be a greater expectation that you will obtain your CPV status with colleagues and directors asking about your progress. In small firms, diversity of work depends on the client base of the owner; this could be broad or it could be narrow. If the firm has a narrow valuation work base, e.g. mortgage valuations, then it can be difficult for the graduate to obtain significant experience.

> I had a base of work at xxx and I probably worked for them close on five years but at the same time did a bit of overflow work at a number of other firms around the place. So I always found myself as a contractor and on the outside of everyplace I worked I was just sort of like the relief person. Graduate 1

Several problems were raised that were linked to the size of firm and working as a contractor undertaking mortgage valuations. The graduates were not always mentored or encouraged to develop. Two graduates, who took in excess of five years to achieve full professional status,

had to change cities to obtain the diversity of work experience required (their opinion) and the supervision/ mentoring to prepare them. One graduate speaks of being trapped and unable to obtain the diversity of experience:

> I was getting pigeon holed pretty tightly into just residential. Graduate 1

This can be contrasted with one graduate who worked for a single practice firm where the boss actively encouraged the graduate to attend professional development sessions, arranged for the graduate to do some work with another valuation firm which offered different work, and also arranged for the graduate to do some practice interviews with graduates in another firm.

Problems with the socialization of the novice professional can be overcome to some extent through discussion groups, relevant professional development and work placements with other firms.

Some graduates are often keen to take up work with mortgage valuation firms as they generally earn high initial salaries. The valuation firms which provide the greater breadth of experience and training, pay significantly lower salaries. This can provide significant dilemmas for graduates as they need to consider:

> More money now or more money hopefully in the future? Graduate 1

The API has not necessarily ensured that graduates truly have the professional depth of experience though it has recognised the problem and has been piloting specific workshops to assist graduates obtain the range of experience required. This issue is discussed often by graduates. Some are very concerned that CPV is granted to all when it is obvious some do not have the breadth of experience. There appears to be difference between the states in how the CPV examination process occurs. The API has started to pilot courses specifically for the recent graduate. These need further development to allow graduates who are only working for firms that provide limited diversity of work to gain the broader understanding of property. The main concern was with graduates undertaking mortgage residential valuations. They also need to provide more opportunities for those working in small firms and regional areas. A best practice example is the Geelong Discussion group which had regular meetings in which a guest speaker talked about some issue relevant to the Geelong and surrounding areas e.g. planning change or significant road development and they subsequently discussed the issue and networked. The networking was useful in that they felt confident they could ring other participants for advice or data when undertaking valuations. It is important to note that not all small firms provide a bad experience. One small Victorian valuation firm ensured their graduate got valuation experience that they could not provide by getting their graduate some limited placing in other valuation firms.

3.5   Work experience

Many graduates talked of the benefits of work experience. It provided the professional valuation skills, familiarity and understanding of the terminology, and it assisted them in their studies:

> I know that of those students, those of us who have worked, had a clear advantage, in class we were at different levels. Graduate 4

This increased understanding can prevent the problem of graduate 4's friend who only discovered in their final year with some work experience that they were training for the wrong career.

> I'm not going to be a valuer and for three years that's all he wanted to do and it took him two or three weeks to find out that unfortunately it's not even what he wanted to do. Graduate 4

> I think it's easier in those last years when you're actually working, because what they tell you starts to make sense because you can relate it to what you're doing, whereas in the first two years, you know, they tell you to do a property report and you really had no idea – well, a lot of us, no idea what that was – you had an idea of topics to write under, but I suppose you didn't really understand the objective of doing it, so it made it harder to do, actually write your assignment being, you know, a mock valuation, when you didn't actually understand that end objective. Graduate 9

Work experience was one change to programs that was regularly suggested by graduates. Mentors were also seen as positive but if your mentor was in a property field other than valuation then, once again, relevant work experience was still seen as important. It provided the end context/big picture as well as the opportunity to learn some of the practicalities of valuation.

3.6   Graduate Reflection

> You get the basis but you don't really start learning until you're out there in real life situations. Graduate 17

Graduates, when asked to indicate what they would change over the degree and novice period of socialization, generally answered 'nothing'. They did, however, often make similar statements to that noted above, which indicated they were aware of a big gap between university and practice but unsure how to bridge this gap. Graduates who had worked during their programs believed they were better prepared and felt their studies, or at least understanding, improved following the commencement of work. Several graduates who did not have property work experience believed their socialization to become a valuer would have been improved if they had had either a work placement or a mentor through the program who was working as a valuer.

One graduate noted that he and another more recent graduate did not fully understand while undertaking the property program, why valuations were undertaken. It was only after working for some time as a novice professional that he fully understood the importance of

mortgage valuations and why they were done. This changed his whole approach to writing valuation reports and he understood what the client required in the report.

Several graduates commented on knowledge fields they thought they had missed out on or had too much of. For example, information about rural valuations was insufficient for those working in the country but too much for those working in the city. Building terminology knowledge and discounted cash flows were other areas quoted more than once. The other matter that was often raised was the issue of getting appropriate experience, especially if one was working for a small firm or part of a small team.

4 Conclusion

The graduate interviews identified similar factors to those identified in the literature as being important for the socialization process. It is essential to provide an understanding of the endpoint early in the program and continue to do so throughout the period of study. This is a challenge in Australia where the first year of property programs consist of a common first year with other building or commerce programs and very little contact with property lecturers. A second challenge is which endpoint for us to paint as we market our programs as providing multiple property career endpoints. The end point can be assisted by providing students with work experience and mentors but it is essential that this experience and the mentors provide the appropriate material and experience otherwise that universities efforts, can be sabotaged. The graduates indicated there is greater risk of this in small firms as there are limited people to interact with or to draw on for the appropriate experience. The graduates were generally happy with the knowledge and skills gained at universities with the exception of spatial skills. They were made aware of the professions' values but maybe still not prepared enough for the pressures applied to valuers by clients and other interested parties.

Graduates were concerned about the equity in attaining CPV status with some very sceptical of the breadth of experience of fellow graduates. They believed more should be done by the profession to provide broader experience and knowledge, rather than just granting CPV status to valuers who were perceived to have only undertaken mortgage residential valuations.

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