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

Geoff Page
School of Management, University of South Australia *geoff.page@unisa.edu.au*

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 Character	• Strongly recommended to comply with Guidance Notes on Prof Ethics	• Comply with Code of Ethics and Standards of Professional Conduct • Maintain status of good moral character	• Comply with Rules of Conduct	• Comply with ethics outlined in Constitution and Bye Laws	• Conform to Rules of Conduct
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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