

**MEASURING SERVICE QUALITY AND RELATIONSHIP
MARKETING IN A PAID MEMBERSHIP ORGANISATION: THE
INFLUENCE OF COGNITIVE FACTORS**

**Thesis submitted for the degree of
Doctor of Philosophy
at the University of Leicester**

by

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Measuring Service Quality and Relationship Marketing in a Paid Membership Organisation: The Influence of Cognitive Factors - Lisa J Morrison Coulthard

Despite the mass of research into customer behaviour and expectations, very little has focused on paid-membership contexts (in which an individual must pay to join an organisation in order to receive the benefits of being a member of that organisation). This research focuses on the measurement of customer service quality in a paid membership organisation, together with the key characteristics of the organisation, its members and the relationship between these factors. However, as a fundamental part of customer service evaluation is the effectiveness of the evaluation instrument itself – current techniques and research regarding their effectiveness are reviewed and compared. Specifically, the SERVQUAL (Parasuraman et al., 1988) technique is documented, and research highlighting conceptual, methodological and interpretative problems is critically reviewed in light of recent advances in service quality measurement and the cognitive psychology of survey responding. On the basis of this review, a new measurement tool is developed and its effectiveness and reliability compared to SERVQUAL. Existing research on membership organisations and relationship marketing is also critically reviewed and discussed with respect to a specific paid membership organisation. The design, development and piloting of a survey specifically designed to evaluate the customer service provision of the particular professional paid membership organisation and the nature of its relationship (and relationship marketing activities) with its members, is then detailed, culminating in a full survey of the organisation's membership. The findings of the survey are critically reviewed and are found to be highly consistent with previous research on relationship marketing in membership organisations. The main conclusions are then critically discussed, together with methodological issues. Finally, directions for further research are considered.

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CHAPTER ONE: The Cognitive Psychology of Survey Responding

The provision of high quality customer service is essential to customers, staff and management alike. But this is so for managers especially, since a satisfied customer is likely to return (Parasuraman et al., 1991a). Excellent customer service can only be achieved and maintained by constant monitoring and reinforcement. Standards must be established and adhered to, and it is at this stage that customer service quality evaluation is invaluable.

Such evaluation usually takes the form of requiring customers to complete a survey or questionnaire that evaluates their experiences of the products or services available. This form of evaluation is, therefore, somewhat reliant on the cognitive abilities of the customers. Consequently, many of the conclusions that can be drawn from the huge body of research focusing on the fallibility of human cognitive processes can be applied to develop an understanding of the cognitive processes invoked in responding to surveys and questionnaires. Such a reliance on the consumers' cognitive abilities renders the assessment vulnerable to three erroneous assumptions that the researchers may make regarding the customers themselves: firstly, that their initial perceptions of the circumstances surrounding a service encounter are accurate; secondly, that this information is faithfully stored in the customers' memory; and finally, that when required this information can be retrieved free from errors of intrusion or omission (Morrison et al., 1997). Attempts to improve and refine the design of such evaluative techniques, on the basis of this research on the vulnerability of human cognitive processes, is therefore important to ensure that surveys measure and record what they were intended to and to increase the validity of customer service quality evaluations.

This chapter reviews the main areas of research on cognitive processes involved in survey responding.

1.1. Cognitive Processes in Survey Responding

A survey is a social encounter, a special kind of conversation between two complete strangers (the researcher and the respondent), and is therefore influenced by the same rules that govern social relationships between strangers (Sudman et al., 1996). As a result, the respondents' comprehension and understanding of the inferred meaning of the questions posed are fundamental to the responses given.

This social encounter is vulnerable to a number of factors that impact upon the accuracy of the respondents' answers. These include the social characteristics of the interviewer and the respondent (such as race and gender) and the mode of administration (face-to-face, phone, self-administered – either paper-based or on-line internet based). Following a meta-analysis of the response-effects literature, Sudman and Bradburn (1974) concluded that these factors can be categorised as three primary sources of response effect: the interviewer, the respondent and the task itself. Of these three primary sources, the task itself (the question asking and answering process) has the largest effects of all.

Sudman et al. (1996) argued that the survey interview is most appropriately regarded as a unique conversational context in which respondents think about the questions asked and produce their answers. It is therefore important to consider the intricate relationship between social communication and individual thought processes. Moreover, recent research has also highlighted that cultural differences in responses elicited by questionnaires may be due to how cultural differences influence the cognitive and communicative processes underlying self-reports, rather than actual cultural differences in what is being measured (Haberstroh et al., 2002).

The cognitive processes involved in the survey context begin with the interpretation of the question, followed by the retrieval of relevant information, and the generation of an opinion (or

the representation of the relevant behaviour). A response is then formatted (and may or may not be edited). A final response to the question posed is then given. Response effects may result from any of these processes. "Respondents may, for example, misinterpret the question, forget crucial information, make erroneous inferences based upon what they do retrieve, or map their answers onto an inappropriate response category" (Tourangeau et al., 2000, p. 8).

Research has found that the processes involved in answering a question may change a respondent's cognitive representation of the issue, and in addition, may affect their subsequent behaviour ("self-generated validity"– Feldman & Lynch, 1988). In other words, the completion of a survey on a specific topic can sometimes lead to respondents forming the very opinions that the survey aimed to assess (for e.g., a respondent may form a decision as to which political party to vote for following the completion of a survey focusing on political preferences).

1.1.1 Comprehension of Information

Understanding what a question is attempting to discover is the first task for a respondent when completing a survey or questionnaire. Comprehension results from not only the extraction of the general meaning of the question, but also the potential addition of new information based on inferences derived from what is presented. Comprehension may therefore be vulnerable to a number of different factors that may result in respondents providing a response to a question that the researcher did not intend to ask. Reporting problems may arise because respondents simply misunderstand the question (whether this is due to a lack of attention resulting in the respondent missing part of a question or not noticing essential instructions). Moreover, double-barrelled questions may confuse or mislead; unfamiliar terminology may be used; questions may be too complex and hard to understand, or be understood differently by different respondents (Sudman et al., 1996; Tourangeau et al., 2000). All of these possibilities are a source of potential hazard to survey researchers, and add to the difficulties surrounding the design of unbiased, clear and easy to comprehend questions on what can often be quite complex topics.

1.1.2 The Impact of the Wording of the Question

The wording of the question asked is a major source of influence, as it is this that forms the basis of respondents' comprehension, inferences, judgement and final response. However, "this point is so fundamental that it is often overlooked" (Bradburn, 1972, p. 316).

A distinction can be made between the "literal" meaning (what the question actually means) and the "pragmatic" meaning (the intended meaning) of a question (Clark & Schober, 1992; Strack & Schwarz, 1992). The determination of the pragmatic meaning requires respondents to base their assessments on the implied assumptions that underlie everyday conversation. On the other hand, understanding the literal meaning requires basic language comprehension skills (such as perception, parsing, and retrieval of the lexical meaning from semantic memory – Anderson, 1980). Each of these processes is highly context dependent and is open to subjective interpretation. The ambiguities that may be introduced by the equivocal structure of a question can be avoided by carefully choosing appropriate wording.

However, lexical ambiguities are not so easy to address due to the variety of different meanings that words can have (and the meaning that comes to mind in the context of a survey is a function of both questionnaire and respondent variables, and is therefore very subjective). Lexical meaning is influenced by the typical language use of respondents and will be determined by the idiosyncratic meaning as well as cultural and regional variations. As a result of this inevitable diversity, it can often remain impossible to determine exactly what a given term actually meant to a particular respondent.

Vagueness and ambiguity are generally considered to be the main sources of misinterpretation (Sudman et al., 1996). Many questions in surveys presuppose that certain characteristics are applicable to all respondents, and this is not necessarily the case.

Therefore, whilst presupposition and specific focus arising from this are normal components of the meaning of everyday sentences, this is not automatically the case in survey contexts where in some instances the presupposition will fail to apply. This is particularly problematic in the case of the use of negatives in survey questions, when an implied presupposition may result (e.g., “A Robin is not a bird, is it?” implies that a Robin is not a bird). This is also the case for positively worded questions. For example, the question “Have you finally stopped smoking?” presupposes that the respondent once smoked. Memory research has demonstrated that memories for events are likely to include presupposed information, and as such, even though the proposition is not explicitly expressed in the question, each assertion implies further information upon which inferences may be made, and subsequently remembered. Consequently, as a result of presuppositions and inferences, more is remembered than actually occurred. Such implied presuppositions must, therefore, be identified and corrected by the respondent before an answer can be given. In some instances no correction may be made; alternatively, it may be erroneously corrected.

It is well documented that assumed presuppositions can influence the accuracy of information retrieved from memory, as they may surreptitiously alter the respondents’ memory, as a result of the misinformation introduced by the presupposition becoming assimilated with the original memory source (see Loftus, 1979). An excellent example of this effect is provided by Loftus and Palmer (1974). Participants were shown a videotape of a car accident, and were subsequently asked to estimate the speed that the car was travelling. The participants’ responses showed that their estimates were significantly affected by the verb used in the question to describe the severity of the accident (either: *smashed*, *collided*, *bumped*, *hit*, or *contacted*). Loftus and Palmer concluded that the presupposition (implied by the verb) appears to dramatically but subtly influence the participants’ memory for the actual event, as evidenced in the resulting speed estimates given.

Other researchers argued, however, that the results do not necessarily reflect an integration of this information, but are the result of either a response bias (subjects were uncertain of the speed of the car, and therefore biased their responses in the direction of the verb) or other problems associated with the design of the experiment (Bekerian & Bowers, 1983; McCloskey & Zaragoza, 1985; and Zaragoza & McCluskey, 1989). Regardless of the final interpretation of these results, it is clear that misleading information somehow changes what is reported. Moreover, vulnerability to this effect is particularly increased if the original memory trace was weak (Loftus, Levidau & Deunsing, 1992; Tousignant, Hall & Loftus, 1986). The impact of the fallibility of human memory on the accuracy of survey outcomes will be discussed in greater detail in Section 1.10.

Emphasising this point further, Just and Carpenter (1992) stated that in designing a questionnaire, consideration must be given to whether a question's grammatical structure (its syntax) may be ambiguous or too complicated for respondents to comprehend. Overly complex or lengthy questions can exceed a respondent's capacity to process them, resulting in misinterpretations. As a result, a question's meaning (its semantics) may be hard to determine if misunderstood, vague, unfamiliar or ambiguous terms are used; or if a respondent is misled by inapplicable presuppositions. The intended use of a question (its pragmatics) may be different from how it is actually used.

It is often wrongly assumed that minor changes to the wording of a question do not alter its meaning. However, "small changes in wording can alter the meaning fundamentally while extensive changes in wording may alter it slightly" (Sudman et al., 1996, p.12). Essentially, as determining the meaning of a question and what kind of response would be adequate requires a degree of inference (and this will be based on what information the respondents do or do not have available to them), the wording of the question will be a key determinant in the final responses elicited.

The grammatical structure of a sentence is important as it is governed by an implicit set of conversational or linguistic rules. However, in the survey context, sentences are mainly interrogative requests for information, and the complexity of the wording and the depth of the cognitive processing required can have a marked impact on the responses given. Radford (1997) outlined specific problems associated with the use of “wh” words in surveys (such as *who, when, where, why, what, which* and *how*), particularly when a question is worded ambiguously. Typically, “wh” words determine the focus of a question, and where the “wh” word appears in the question will have a strong influence on the respondents’ interpretation of it. Importantly, when presented with an ambiguous question, the positioning of the “wh” word may be altered during processing to “make sense” of the question (Allen, 1995). For example, the question “When did Lydia tell Emily the phone would be fixed?” could be interpreted in two ways, either in relation to the time the phone will be repaired, or the time of the telling. The question could therefore be read as “Did Lydia tell Emily when the phone would be fixed?” or “Lydia told Emily that the phone would be fixed, when?” (see Tourangeau et al., 2000). Such reconstruction of the sentence increases the amount of processing required by respondents’ working memory, and increases the likelihood of questions being interpreted differently by each respondent.

Grice (1989) stated that conversations are governed by a “co-operative principle”; an implicit understanding that the contributions made by each participant in the conversation will support its purpose, “Speakers are supposed to be truthful, relevant, informative and clear”. Grice expressed this principle in the form of four maxims: *Quality* (contributions should not be false or based on insufficient evidence); *Relation* (contributions should be relevant to the aims of the ongoing conversation); *Quantity* (contributions should be as informative as possible) and *Manner* (contributions should be clear, rather than obscure, ambiguous or wordy). This being the case, in accordance with the maxim of *Relation*, respondents will typically assume (correctly or incorrectly) that all aspects of the survey, from its design, instructions, questions and response alternatives given, are relevant to the task. “After all, [the survey designer] prepared

and edited the questionnaire carefully, and since he knows [respondents] have no way of getting clarification, he must think a question won't need clarification" (Clark & Schober, 1992, p. 27).

However, this "co-operative principle" proves problematic when the semantic meaning is impossible to determine due to the vagueness of the terminology used (violation of the maxim of *Manner*). For example, Belson (1981) conducted a study on 445 different interpretations of the word "usually". Results indicated that the majority of respondents (85%) overlooked the word completely, and that of those 85% of respondents, only 60% interpreted "usually" in one of the 445 ways. Abstract or vague words in survey questions generate more problems, as they are likely to be affected by contextual influences as respondents search for interpretation clues. The responses generated are less likely to be comparable as different respondents may focus on different dimensions of the questions. In addition, such ambiguity is more likely to allow respondents to change the intended scope of the words in order to produce a response. It is highly likely that in designing questionnaires and surveys, most researchers do not give sufficient consideration to the conversational rules that impact upon the unique interaction between the instrument and the respondent.

Graesser et al. (2000) devised a software tool (*QUAID* – *question understanding aid*) to identify potential problems that respondents may have in comprehending the means of questions in questionnaires. These include unfamiliar technical terms, vague or imprecise relative terms, vague or ambiguous noun phrases, complex syntax, and working memory overload. Graesser and his colleagues identified 12 potential problems with questions on questionnaires, and reported that one in every five questions that appear on everyday questionnaires suffers from at least one of the problems. "The fidelity and variability of question *interpretation* among respondents is known to be one of the serious sources of error that threaten the reliability and validity of answers to questions" (p. 254).

QUAID assesses the components of the question for potential problems and suggests alternatives which would eradicate the problem. Tests of the efficacy of the tool have so far shown that it performs at a level roughly equivalent to human language experts.

1.1.3 Impact of the Wording of Response Alternatives

While many studies have shown that the wording of the question has a considerable impact on the interpretation of a question, both Schwarz et al. (1988, 1991) and Grayson et al. (1995) demonstrated that respondents also use the response alternatives presented to interpret the meaning of the question. Both sets of researchers concluded that this is due to Grice's (1989) maxim of *Relation* (that everything presented in the questionnaire is relevant). This is further supported by the finding that identically worded questions may be interpreted differently depending on the response alternatives given (Schwarz & Hippler, 1991).

1.1.4 Context Effects

The interpretation of the question is also influenced by context and the degree of influence increases the more ambiguously the question is worded. Strack, Schwarz and Wanke (1991) found that preceding questions primed different contexts by influencing the encoding of vague questions. This suggests that respondents actively search what is regarded as relevant information to make sense of an ambiguous question, even to the extent of jumping forward to a proceeding question that is more comprehensible (Schwarz, Strack, Hippler & Bishop, 1991).

Question comprehension is not simply the case of understanding the wording of the question alone; its context is used to determine the intended meaning, and such inferences are based on the rules that govern everyday conversation. As a result, the comprehension of survey questions is at least as vulnerable to the same factors that impact upon social communication processes. "Recognition of the prevalence and power of inferential processing is extremely important in understanding communication. Much of what is communicated is, in fact, left unsaid" (Hunt & Ellis, 1998, p. 224).

1.2 Retrieval of Information

Once the question has been interpreted, a respondent must then recall relevant information upon which the formation of a judgement and an eventual response will be made. In some instances, a previously formed judgement may be recalled, but this will depend upon the accessibility of the memory and more importantly, whether a previously formed judgement has been made in the first place. Typically, issues of personal importance are more likely to elicit a spontaneous judgement than issues of everyday importance, for which responses are somewhat reliant on the retrieval of previously formed judgements (Bassili, 1995; Fazio, 1989).

In contrast to Fazio (1989), Tourangeau et al. (2000) assumed that there is a continuum that corresponds to how well articulated a respondent's opinion is. A well articulated response is considered demonstrative of a well pre-formed opinion, whereas a less articulated response is evidence that the respondent has no opinion to offer. Tourangeau and his colleagues stated that between these two extremes, respondents may either have a moderately well formed viewpoint, or a loosely related set of ideas upon which a judgement will be based.

However, as Groves and Kahn (1979) pointed out, it is the accessibility of information that is the key factor and as the searching of memory takes time, a typical survey setting does not facilitate the retrieval processes, as it introduces a unique kind of time pressure for the production of a response. Indeed, Bassili and Fletcher (1991) and Tourangeau et al. (1991) estimated that it takes respondents less than 5 seconds to answer a typical survey question. Regardless of whether such a continuum as proposed by Tourangeau et al. (2000) exists, it is difficult to determine whether most respondents have pre-formed ideas and it is extremely well documented that survey responses are highly susceptible to question wording or question order, or both.

Numerous studies on memory have demonstrated that how easily a piece of information comes to mind depends on the recency and frequency of its use, together with the degree to which it is linked to other bits of information. As a result, it is highly likely that information which has just been used to answer a preceding question is still accessible. This is consistent with Tversky and Kahneman's (1973) "availability heuristic" (that people estimate the frequency likelihood or typicality of events by the ease with which they can bring relevant examples to mind). The relative ease or difficulty of recall may therefore influence the conclusions that respondents draw from the content of the recalled information.

The impact of question order, context effects and response order effects will be discussed in greater detail in subsequent sections.

1.3 Formatting a Response

Once a judgement has been formulated, further considerations will often be needed regarding the adequacy of this as a response.

In the event that a set of response alternatives are presented (as is so often the case in survey questionnaires), a judgement may be required regarding the "best match" to the alternatives presented. This being the case, the response alternatives listed may significantly affect the final survey results (see Section 1.6 on order effects within a question). Critically, if a suitable match cannot be found, the response will not be reported, even if the response category of "other" is presented as an option (Schuman & Presser, 1981).

If the respondent feels that the initial judgement has been formed on the basis of insufficient information, it may be moderated or discarded. This may also occur if the judgement is perceived to be invalid or inaccurate (Yzerbyt et al., 1994). In moderating a judgement, stereotypes or schemas (see research by Schank, 1982; Schank & Abelson, 1977) may be used

to “fill in” the gaps in what has been recalled (Hastie, 1981) or piecemeal evaluations may be combined into one single assessment (Anderson, 1981).

1.4 Editing a Response

There are a number of factors that may result in respondents editing their responses before answering survey questions. The most common and well documented of these is the “social desirability response bias”. This relates to the conflict that respondents may face between wanting to give a truthful and accurate response that is also considered to be socially appropriate.

However, this tends to have quite modest effects, except when “threatening” questions are posed. It is therefore important to consider carefully what kind of issues may be perceived as threatening (Sudman et al., 1996). Research has also demonstrated that the impact of this bias is significantly reduced for self-administered questionnaires which have been shown to increase the likelihood that respondents will answer questions on “threatening” or “sensitive” topics (Bradburn, 1983).

1.5. Impact of Context Effects

According to Sudman et al. (1996) context effects can influence all of the cognitive processes outlined above. For example, Strack and Martin (1987) and Tourangeau and Rasinski (1988) reported that prior items can change how respondents interpret later questions, what considerations they retrieve in formulating answers, which standards or norms they apply in judging the issue and how they report the answer.

Context effects introduced by the wording of preceding questions can impact upon the comprehension of later questions by influencing pragmatic inferences, as outlined previously. This impact is more evident when the subsequent question is vague or ambiguous (although in

some instances context effects can occur if the question is not particularly ambiguous at all – see Schwarz, Strack & Mai, 1991).

At the judgement stage, context effects are typically assumed to reflect an increase in the accessibility of information used to answer the previous question. If a previous question has required a judgement to be made, this judgement may be recalled as a basis for making subsequent assessments for questions pertaining to a similar topic or issue (Carlston, 1980). And even if a previous judgement is no longer accessible in memory, information upon which that judgement had been based may still be retrievable, and therefore, could form the basis of the new evaluation to be made. However, more recent research by Tourangeau et al. (2003) demonstrated that whilst context effects may be common among related items, their impact may be relatively local, restricted to a few nearby conceptually related items.

Strack et al. (1985) also found that the mood elicited by a prior question is likely to influence subsequent responses to related questions. A large body of research has demonstrated that mood-state influences a wide range of judgements from satisfaction with consumer goods, to feelings towards others (Isen, Shalke, Clark & Karp, 1978), or estimates of risk (Johnson & Tversky, 1983). It is therefore more likely that questions that subtly elicit positive or negative emotions increase the likelihood of mood-congruent judgements on subsequent questions. However, Schwarz and Clore (1983) demonstrated that if respondents are made aware of this possible influence, the effects are dramatically decreased.

Sudman et al. (1996) therefore concluded that early questions may influence later responses by determining not only what kind of information is easily accessible, but also how it initially comes to mind. A respondent's feelings, either that questions are hard or easy to answer, or that they are in a good or bad mood, have been shown to have quite a considerable influence on subsequent responses.

At the response/judgement formatting stage, context effects induced by earlier questions are most clearly demonstrated when respondents are required to produce a response on a rating scale, and are most pronounced when all of the stimuli are rated on the same scale (Ostrom & Upshaw, 1968). However, even if stimuli are presented one at a time, earlier presentations exert an influence on subsequent judgements by affecting the recall of accessible memories (Schwarz, Munkel & Hippler, 1990). In order for such effects to occur, the item for which the judgement is required must be seen to be relevant to the set of target items (i.e., there must be an underlying dimension of judgement, Brown, 1953).

Schwarz and Wyer (1985) conducted a study to demonstrate the influence of earlier rank ordering on the subsequent use of numerical rating scales. Following prior exposure to a scale depicting “most” to “least” ratings, respondents assigned higher ratings in response to a series of questions, than when they had been exposed to a scale depicting “least” to “most” ratings. It seems that ratings were displaced towards the end of the scale that respondents had previously been exposed to. This is consistent with Helson’s (1964) “adaptation-level” theory. According to this theory, the adaptation level (a hypothetical neutral position or region in a bipolar stimulus dimension used as a reference point upon which subjective judgements are made) is based on present stimuli (the current context) or by previous judgements made on other similar stimuli.

Parducci (1982, 1983) devised the “range-frequency” model to account for the mapping of judgements onto response categories. The model is based on two principles: firstly, the range principle, “the matching of successive categories to successive sub-ranges of stimuli” (p. 129). Consequently, the most extreme stimuli are mapped onto the end points of the scale, and act as “anchors” to determine where the remaining stimuli are placed. Secondly, the frequency principle, which refers to the tendency of respondents to assign a roughly equal proportion of stimuli to each rating category.

This being the case, according to Parducci's (1982, 1983) model, the use of rating scales is not only a function of the extremity of the stimuli that are used to anchor the scale (resulting in the range effect) but also the number and distribution of the stimuli (resulting in the frequency effect). A stimulus will be rated differently depending on the particular characteristics of the context stimuli included in the questionnaire. However, this is likely to be mediated by a number of other factors to be discussed in greater detail in Section 1.8, on verbal and numerical rating scales.

At the editing stage, research has demonstrated that preceding questions may draw attention to issues of social desirability or self-presentation which may create biases in response to questions on related topics, (as a result of the respondents' desire to present themselves positively). The impact of the social desirability bias, the conflict between wanting to respond truthfully and to be socially desirable, is well documented (see Tourangeau et al., 2000 for a review). However, "It is frequently assumed that most respondents resolve this conflict in favor of biasing their answer in the direction of social desirability" (Sudman & Bradburn, 1974, pp. 9-10).

The format/layout of the survey can also influence the impact of context effects. Spacing between related items can have a significant influence depending upon the stage at which the context effect occurs.

At the question comprehension stage, an ambiguous question may result in the respondents "jumping ahead" to adjacent questions to identify the context. Consequently, the context effect will decrease as the number of intervening items between items on related issues increases. Whereas at the judgement stage, one of two things can happen: either, as a result of a large number of intervening items, primed information may be lost and context effects are diminished (for example, see Tourangeau et al., 1989a, 1989b); or alternatively, if primed information is not lost, the spacing of items may determine its inclusion or exclusion from the respondents' cognitive representation of the target.

Ottati et al. (1989) demonstrated that assimilation effects were more likely to occur when questions are separated by intervening items, whereas contrast effects emerge when questions are presented consecutively. However, as the number of filler items increases, this interferes with the recall of previous items, thereby almost completely eliminating the basis of either contrast or assimilation effects. Wanke and Schwarz (1997) argued, however, that the effects of buffer (or intervening) items are not so straightforward, and are more complex than is typically assumed. "Far from only reducing the accessibility of previously used information, buffer items influence what respondents do with the information that comes to mind. As a result they may attenuate as well as elicit assimilation and contrast effects" (p. 136).

Nevertheless, it is important to remember that context effects are conditional and not all respondents may be influenced in the same way (Smith, 1992a, 1992b). "Context effects are ubiquitous" (Sudman et al., 1996, p. 160).

1.6. Order Effects within a Question

It is widely accepted that the order in which response alternatives are presented can have significant effects on the responses obtained. These effects have been shown to occur in verbal rating scales (Carp, 1974); forced choice questions, for both small (McClendon, 1986) and large (Becker, 1954) numbers; and opinion questions and factual reports (Schwarz et al., 1992).

Whilst the respondent is simply required to review all of the alternatives and select the one that matches, or most closely resembles their answer, "respondents ... probably do not always wait patiently until all of the options have been laid out, they may leap at the first option that seems satisfactory, ignoring the rest" (Tourangeau, 1984, p. 90). However, a distinction can be drawn between *primacy* (higher endorsements of some items presented early on) and *recency* (higher endorsements of some items presented towards the end) effects.

The typical research design to investigate order effects consists of, say, three response alternatives split into two formats: ABC and CBA. However, this design confounds the content of preceding response alternatives and renders it impossible to tell if differences in the selection of response alternative A are due to its serial position, or the influence of the prior presentation of C or B. Sudman et al. (1996) therefore advocated the use of a Latin square design (ABC, ACB, BAC, BCA, CAB and CBA) but acknowledged that this design is rarely used in survey research as it is quite complex and costly to administer.

So what can account for response order effects? Do respondents simply “like to reach for the first thing that catches their eye?” (Payne, 1951, p. 83). Or is this too simple an explanation (that also fails to account for recency effects)? Response-order effects have often been attributed to memory limitations; a respondent’s selection of a response is restricted by memory performance, and consequently, a given response alternative is likely to be endorsed if it is recalled. However, the impact of memory limitation on a respondent’s performance is highly dependent on the length of the list and the time delay between exposure and recall. Most research into serial position effects (see Smyth et al., 1987) shows that for immediate recall, the first few items on a list of response alternatives suffer from less decay than those in the middle. This is generally accepted as evidence that as those items are presented first, they are more likely to be extensively processed and committed to long-term memory. Those presented at the end of the list have only just been considered, and are therefore still accessible from short-term memory. As a result, in delayed recall, those items presented early in the list are most resistant to decay, whereas those presented at the end of the list are lost from short-term memory.

This research suggests that the typical survey setting would promote recency effects due to the long lists of response alternatives presented, and the necessity for immediate recall. Primacy effects should be obtained only if some kind of delay in recall is introduced. Nevertheless, primacy effects have been observed in survey experiments where long lists of response alternatives have been presented (Krosnick & Alwin, 1987). Sudman et al. (1996) therefore

concluded that something more than mere memory limitations are responsible for response order effects in survey measurement; that the degree of cognitive elaboration is the key factor, together with the mode of presentation (visual or auditory).

Schwarz et al. (1991) proposed that response alternatives presented in a survey can be regarded as “persuasive arguments” (cf. Grice’s maxim of *Relation*). This is interpreted within the broad framework of dual-process models (see Petty & Cacioppo 1986; Petty, Ostrom & Brock, 1981, for reviews). The impact of a persuasive argument is determined to quite a significant degree by the recipients’ cognitive processes, that is, by the thoughts that are triggered by the presented argument (see Eagley & Chaiken, 1993). Consequently, the more positive thoughts the argument presented elicits, the more positive the response given (and negative thoughts would result in more negative responses). This assumption is highly consistent with the inclusion-exclusion model (which specifies the conditions under which question order effects emerge at the judgement stage), devised by Schwarz and Bless (1992a), as the agreeing/disagreeing thoughts that are brought to mind by the respondents are likely to become integrated into the cognitive representation of the target, thereby resulting in a positive/negative endorsement.

Conditions that interfere with the cognitive elaboration of the arguments presented will result in the elimination of the advantages of a plausible argument over an implausible one (Bless et al., 1990). Moreover, as mentioned earlier, the degree of cognitive elaboration that a response alternative receives is determined to some extent by the presentation order and mode.

Krosnick and Alwin (1987) devised a model based on the expectation that respondents will select the first acceptable alternative presented. For items presented in a visual format, a “satisficing” criterion may be used (the least effort required to give an adequate response), which implies that items appearing early on this list are more popular, as an early selection of a response alternative completes the task quickly. Secondly, “items presented early in the list are likely to be subjected to deeper cognitive processing. By the time a respondent considers the

later alternatives his or her mind is likely to be cluttered with thoughts of the previous alternatives that inhibit extensive consideration of later ones” (p. 203). Finally, the options presented at the beginning of the list may be used as a point of comparison for subsequent options. As an overall result, a primacy effect is likely to occur (this was also confirmed by Schwarz et al., 1992).

For items presented in an auditory format, respondents have very little opportunity to elaborate on early items, and “respondents are able to devote most processing time to the final item(s) read, since interviewers usually pause most after reading them” (Krosnick & Alwin, 1987, p. 203). Consequently, it is proposed that auditory presentation formats facilitate the cognitive elaboration of items presented late in the list, and inhibit the elaboration of items presented early in the list, resulting in a recency effect. However, little evidence has been provided to support this as researchers tend not to use long lists presented auditorally, to avoid the exact problems with memory overload that the model predicts (Sudman et al., 1996).

It is also proposed that the influence of opportunity for elaboration is mediated by the plausibility of the arguments presented. If the given positive or negative response alternative is plausible and presented early on in a visual format, this encourages greater elaboration and it is more likely to be agreed with and endorsed (primacy effect). For implausible response alternatives presented early on in a visual format, the greater elaboration is more likely to lead to that alternative not being endorsed, resulting in a recency effect.

However, in an auditory format the opposite occurs. For plausible arguments presented at the end of the list, the higher degree of cognitive elaboration, results in endorsement of that response alternative (recency effect), whereas implausible arguments presented at the end of the list are more likely to be rejected (primacy effect). This suggests that a triple interaction effect of serial position, presentation mode and item plausibility (see Sudman et al., 1996 for further discussion of this). Whilst these assumptions have not yet been systematically tested, they are

consistent with much of the research that has been conducted on persuasive communications (see Petty & Cacioppo 1986; Petty, Ostrom & Brock, 1981, for reviews).

However, it is also important to consider confirmatory bias which may arise as a result of respondents' cognitive processing of a response alternative (Krosnick, 1991). A confirmation bias should increase the likelihood of the generation of agreeing thoughts arising from the consideration of plausible items and should inhibit the generation of disagreeing thoughts in response to implausible items. Krosnick found confirmatory evidence that the predicted response order effects were more pronounced for plausible than implausible items. In addition, numerous studies (Knauper, 1998a, 1998b) have shown that the impact of differences in the degree of cognitive elaboration is more likely to emerge when a significant reliance on memory is not required.

Whatever the underlying cause, it seems likely that the implicit strategies adopted by respondents are aimed at minimising the cognitive effort required. Rasinski, Mingay and Bradburn (1994) demonstrated that when asked to indicate "which of the number of following options..." applied to them, respondents select fewer options than when asked to evaluate each option separately. This suggests that unless respondents are required to consider each and every option presented, they are likely to "process only enough of them to satisfy the question's perceived requirements" (Tourangeau et al., 2000, p. 251). Moreover, Krosnick (1991) distinguished between *weak* and *strong* satisficing. *Weak* satisficing respondents will take shortcuts to produce a response, but will utilise the major components of the response process. Such respondents are however, more inclined to accept the first reasonable response alternative encountered. *Strong* satisficers on the other hand, use the absolute minimal effort required, at the expense of the response process. Such respondents are likely to select *don't know* (DK) or neutral responses, or to consistently select the same response for every question, or to answer all questions totally at random. "Optimising" respondents in contrast are those most likely to complete the questionnaire or survey in a diligent and thorough manner.

1.7. Presentation Order

In line with the studies outlined above, Schwarz et al. (1992) found evidence that response order effects are partially a function of the respondents' cognitive elaboration of the response alternatives. If respondents are induced by prior questions to elaborate on the issue before being exposed to the response alternatives, response order effects may be reduced or even eliminated. However, this may then result in pronounced shifts in reported attitudes.

A distinction can be made between *non-dimensional* and *dimensional* response alternatives.

Non-dimensional alternatives are those that do not clearly relate to one another, and are not on a single underlying dimension. However, dimensionality is determined not by the content of the response alternatives alone, but also by the very task that faces the respondent. Presentation of an extreme item on a particular dimension may produce a contrast effect on judgements of subsequent items on the same dimension, as a result of the extremity of the initial stimuli then utilised as an "anchor" comparison for proceeding items (Schwarz, Murkel & Hippler, 1990).

1.8. Verbal and Numerical Rating Scales

Such scales have been found to produce similar effects to response alternatives, as the presentation of the scale is likely to be vulnerable to the same kind of biases.

For example, Mathews (1929) reported evidence of a primacy effect in verbal rating scales. His study showed that the response "*like greatly*" was selected more frequently when it appeared on the extreme left of the scale. Similarly, "*dislike greatly*" was also selected more frequently when it appeared on the extreme left. This effect has been replicated in numerous studies since. "Both negative and positive ends of the scale pulled fewer responses when presented last" (Carp, 1974, p. 584).

Similar effects have also been shown using numerical rating scales. Schwarz and Wyer (1985) stated this is due to an “anchoring” effect, and demonstrated that when respondents are instructed to read the scale from left to right, this instruction was carried over to a subsequent task. This outcome was also repeated if respondents were instructed to read the scale from right to left.

Contextual cues are an integral part of the survey situation as respondents use parts of the questionnaire to help them interpret vague or ambiguous elements. A great deal of evidence has been reported that demonstrates that response alternatives are a source of interpretative clues, particularly when linked to a rating scale (see Schwarz et al., 1998).

A typical survey question for which responses are required on a rating scale may look something like this:

Do you agree that the use of marijuana should be made legal?

1	2	3	4	5
strongly agree		neutral		strongly disagree

It is generally assumed that respondents interpret a rating task as a request to indicate their opinion in relation to a particular statement. It is, therefore, important that respondents are clear as to what sort of response they should give. Unfortunately the typical ordinal rating scale utilised in most surveys, in conjunction with assigned verbal labels, may not necessarily give sufficient and specific enough information. These scales require respondents to choose from a series of ordered natural language categories (such as *never*, *not too often*, *pretty often*, *very often*) which have no exact or numerical equivalents, but are nevertheless, assigned to such categories (see Bradburn & Sudman, 1979). And more importantly, the verbal labels assigned to the scale are vulnerable to the subjective interpretations of each and every respondent. For example, Bradburn & Miles (1979) demonstrated that “*very often*” is interpreted differently

depending on the specific context of the question (regarded as a higher frequency for exciting incidents than boring ones). It is therefore difficult to make comparisons between identical responses to different questions on such rating scales.

Foddy (1993) argued that with the focusing of such scales on poorly defined concepts, with little regard given to the relevance of the statements made to the respondents, and the reliance on implicit, ill-defined comparison standards, it is inevitable that the scales fail to work properly. The typical failures can be attributed to either stimulus-centered or respondent-centered format effects.

The size of the rating scale is one of the more obvious sources of stimulus centered format effects. From a review of a large number of studies concerning the relationships between the number of response categories and the reliability of respondents' ratings, Molenaar (1982) concluded that the "critical, if not optimal number of categories, would appear to be seven, plus or minus two" (pp. 74-75). This is supported by Krosnick & Fabrigar (1997) and Preston and Colman (2000). Similarly, Schuman and Duncan (1974) found that there are no clear benefits between a scale with two categories and a scale with five categories.

A second stimulus centered format effect is that of "anchoring". There is clear evidence that responses are biased towards the larger, more positive scale points. This is also linked to a well documented tendency for some respondents to choose the more central response options rather than the extreme ones; to agree rather than to disagree; and to be positive rather than negative. This tendency has been found for performance appraisals of employees ("positivity bias"– Landy & Farr, 1980), evaluations of political figures ("leniency bias"– Lau et al., 1979) and for ratings of college courses and professors (Sears, 1983). However, the cause of this bias is not clear. Zajonc (1968) suggested that it is due to an inclination to prefer to interpret most issues positively (particularly in the absence of contradictory information). Alternatively, Sears (1983) argued that it reflects a more specific tendency to evaluate stimuli similar to ourselves

positively. Another possibility is that the bias may arise from concerns about self-presentation and as a result, respondents may be reluctant to be overly critical or negative in their evaluations. Boucher and Osgood (1969) referred to this as the “Pollyanna effect”, a tendency for people to pay more attention in their thought and speech to positive rather than negative aspects and to process positive information more easily than negative information. Schwarz et al. (1985) argued that on some rating scales, respondents may presume that a “normal” or “typical” person falls in the middle of the scale. As a result, some respondents are biased towards selecting the mid-point regardless of the labels that are used to define it.

Schwarz et al. (1991) reported another alternative explanation for this bias. They used rating scales with different numeric end-points. Scale one ran from -5 to +5 and scale two from 0 to 10. Both end points on each scale were assigned the same verbal labels. When asked to rate how successful they had been in their lives, those respondents using the -5 to +5 scale were far more likely to select a positive response, despite the scale end-points for both scales being assigned the same label (*not very successful* = -5 and 0, and *very successful* = +5 and 10). Schwarz et al. concluded that the use of negative numbers conveys different meanings from positive numbers. Negative numbers imply that the low end of the scale (-5) is the absolute polar opposite rather than the logical complement of the high end (0). As a result, when asked about their success in life, respondents interpreted -5 as “absolute failure”, and 0 as “a lack of success”.

This outcome has also been reported for bipolar judgements. Schaeffer and Barker (1995) demonstrated that even when the verbal label at the end of the scale was clearly opposite in meaning to the other end (i.e., *completely dissatisfied* and *completely satisfied* on a seven-point (1-7) scale, evidence of a positivity bias was found. Moreover, when a scale of -3 to +3 was used, the distribution of responses was even more positively skewed. However, when a verbal label was introduced for the mid-point of the scale, the skew altered towards that mid-point.

According to Poulton (1989) this is due to a “response contraction bias”, a tendency to underestimate objects that fall at the extreme high end of a range of items, and to overestimate those than fall at the extreme low end. This accounts for a skew of the response distribution towards the mid point of the scale. Poulton also referred to a “stimulus contraction bias” which also accounts for the bias towards the mid-point, which results from a tendency for scale designers to overuse categories that contain standard or prototypical items, thereby resulting in responses clustered around the central response item. This is corroborated by the well-documented finding mentioned previously, that response alternatives act a clues for the interpretation of the meaning of the question and the task at hand.

Krosnick and Fabrigar (1997) advocated the use of verbal labels for all of the scale points, to encourage more accurate recording of the respondents’ intended response. However, in some cases this has been found to result in poorer data than the labelling of the end points alone (Andrews, 1984). Nevertheless, the former argument is confirmed by evidence provided by Krosnick and Berent (1993), that reliability and validity can be significantly improved if all points on a rating scale are labeled with words, as this can clarify the meanings of the scale points. Moreover, Dickinson and Zellinger (1980) reported that respondents indicate higher levels of satisfaction when rating scale points are verbally labelled.

In using rating scales in surveys, Foddy (1993) emphasised the need to establish the applicability of the topic to the respondent, to ensure that they are not asked questions that they cannot answer. A question or question component that is explicitly offered to establish the relevance of a question (and in some instances to re-assure the respondent that it is acceptable to give a *don’t know* (DK) response) is typically referred to as a “filter” item. Filter items include the use of DK or *no-opinion* (NO) response categories, as well as specific questions that attempt to establish the extent to which an opinion or belief is based upon actual experience or simply knowledge of the topic area. However, it is usual in traditional survey settings not to include a DK response (Schuman & Presser, 1981).

The presence or absence of an explicit DK response item has been shown by a number of studies to radically alter the distribution of responses (Bishop et al., 1980), and in some cases has reversed the pattern of association with other variables (Bishop et al., 1986). Schuman and Presser (1981) found that 20-30% of respondents gave a DK response when it was explicitly presented, whereas only 10% did when it was presented, but not explicitly. This suggests that the more strongly a filter is worded, the more strongly it indicates to respondents that the question is important and should be answered only if they can provide a well-considered factually based response (Hippler & Schwarz, 1986). Krosnick and Fabrigar (1997) argued that a DK response may be given for a number of different reasons, other than actually having no opinion at all. A DK response may reflect a relatively moderate attitude to the question posed; or a neutral view; a lack of understanding of the question (Feick, 1987); a lack of clarity in the meaning of the scale points; or be evidence of satisficing (Krosnick, 1991). Therefore, the inclusion of a DK or NO response option may actually discourage respondents from providing an accurate or more detailed response. This has been corroborated more recently by Krosnick et al. (2002), who suggested that NO responses may at least partly reflect momentary task difficulty and low response motivation rather than a true lack of opinions. Moreover, Fowler and Cannell (1996) argued that DK responses are indicative of inadequacies in the design of the survey instrument.

Consistent with the arguments of Krosnick and Fabrigar (1997), Beatty et al. (1998) developed a framework for responses to survey questions which suggested that respondents' reports are based on 3 factors: the persons *cognitive state*, an *adequacy judgement*, and their *communication intent*. With respect to *cognitive recall state*, four different classifications can be made (see Beatty & Hermann, 1995; Hasher & Griffin, 1978, Hermann, 1986, 1995; Reder, 1981, 1987a, 1987b): Availability (the information is available for immediate recall), accessibility (information is available after some memory search), generatable (a reasonable approximation can be made from what information is available and accessible), and ignorant

(the information is not known). *Adequacy judgement* refers to the differing judgements of respondents regarding the acceptability of giving a DK response. Some respondents may select DK if it is perceived as being the most correct response; alternatively, others may deliberately avoid selecting DK as it is judged to be an inadequate response. With regard to *communication intent*, DK may be selected to avoid the disclosure of information, or due to a lack of motivation to complete the task, or conversely, DK may not be selected to avoid appearing ignorant (even if an incorrect response is then given).

Beatty et al. (1998) suggested that, whilst the general assumption made is that if a DK response is elicited this reflects a lack of memory with respect to the question asked, researchers should be conscious of what kind of responses would best suit their research needs and, therefore, clear guidance should be issued to respondents on the acceptability of a DK response (if a DK response is preferable to a wild guess).

A number of studies have also found that the inclusion of poorly defined, non-substantial items (such as *undecided*) are likely to generate format effects. For example, Holdaway (1971) demonstrated that the percentage of respondents answering *undecided* was greater when the category was placed in the mid-point than at the end of the scale. This suggests that due to its position on the scale, *undecided* was interpreted by respondents as a neutral category. Bishop (1987) also reported that the same format effect can occur if *undecided* is presented at the end of a question (such as “In relation to...would you say that you *agree*, *disagree* or are *undecided*?”), as respondents may perceive it as a compromise response between the two extremes. Martin and Harlow (1992) cautioned that the inclusion of filter items may produce context effects themselves by influencing responses to subsequent items. Finally, McClendon (1991) demonstrated that acquiescence response bias and response order effects were no stronger in the presence or absence of an NO response option. The current evidence regarding the value of the inclusion of DK and NO response options is far from conclusive.

Amongst others, Krosnick et al. (2002) therefore recommended that some kind of additional measure of “intensity” (how strongly do you feel? – Schuman & Presser, 1981), “sureness” (how sure are you that your opinion is right?), or “importance” (how important is that issue to you?) is obtained. This should follow a question with response alternatives presented (including DK and *undecided* or *neutral* response categories) to try to overcome any confusion that respondents may have regarding the role of the filter question (i.e., it should be clear that it is being used to establish the relevance of the question to the respondent and nothing else).

Whilst it is clear that there is little agreement regarding the benefits of the inclusion of DK or NO categories, from a review of a number of large scale surveys, Andrews (1984) concluded that “The second most important survey characteristic is whether the answer categories include an explicit DK option. The effect of this design matter is clear and consistent: the inclusion of an explicit DK category was associated with better data...higher validity” (p. 431). This use of DK options to minimize non-attitude reporting is corroborated by numerous other researchers (including Berdie & Anderson, 1974; Bogart, 1972; Converse & Presser, 1986; Oppenheim, 1992).

1.9. Context Effects and Attitude Questions

The subjective nature of attitudes renders attempts to verify survey reports futile, and as a result it is hard to determine what has influenced the response. Petty and Cacioppo (1981) defined an attitude as “an enduring positive or negative feeling about some person, object or issue” (p. 7). Others (such as Fazio, 1989 and Fazio et al., 1986) have stated that an attitude consists of an association between some object or person (the target of the attitude) and an evaluation of it. Therefore, for some respondents, a question asked about that particular target activates the related evaluation.

Moreover, Fazio et al. (1982) reported that repeated expressions of an attitude resulted in faster responses to questions about it. It was concluded that differences in response speed are related

to the impact of attitudes on later behaviour. The repeated expression of the attitude results in a strengthening of the critical association between the target and the evaluation, and consequently, the presentation of the target is more likely to provoke the evaluation, and is more likely to affect subsequent behaviour.

Support for this impact of attitude on behaviour was clearly shown in a study by Fazio et al. (1986), which demonstrated that presenting attitude targets affected respondents' abilities to classify adjectives as positive or negative. Specifically, when commonplace words (such as "spider") were presented with an adjective that did not match the respondents' opinion (such as "appealing"), respondents took longer to classify the adjective than when it did match their opinion (such as "appalling"). However, this effect was only demonstrated for respondents with highly accessible attitudes.

Critics of this study argued that the faster retrieval times may have simply been due to rehearsal and familiarity effects. Bargh et al. (1996) questioned the conclusions reached, stating that when the adjective did not match the common place word, a semantic oddity may have resulted, requiring more cognitive processing (hence the response delay), than when the paired words matched. Finally, the findings of the study run contrary to the evidence demonstrating the inconsistency of attitudes over time and their sensitivity to variations in question order and context (Zaller, 1992).

How do respondents with less well-formed attitudes produce a response to an attitude question?

It is assumed that there are three main sources which may be utilised: impressions or stereotypes; general attitudes or values; and specific beliefs or feelings about the target. For example: Sanbonmatsu and Fazio (1990) confirmed that some respondents make attitude judgements based on very hazy impressions; or lacking any kind of previously formed evaluation respondents may try to construct one, either by top-down processing, utilising

general values or predispositions (Zaller, 1992); or from bottom-up, using specific beliefs about the issue to construct a more general opinion about it (Tourangeau & Rasinski, 1988).

The study of Sanbonmatsu and Fazio (1990) demonstrated the impact of general impressions on attitude judgements. Participants were shown descriptions of two stores; one positive, one negative. However, the evaluation of each store's camera department was opposite to that of the overall store. When participants were asked to select from which store they would be more likely to purchase a camera, more chose the store with the overall positive evaluation rather than the store with the superior camera department. However, when participants were allowed a longer response time, the initial result was reversed.

Respondents may also base their responses on the retrieval and integration of specific considerations (beliefs or feelings). As mentioned previously, prior questions about an issue has been shown to affect how quickly a subsequent attitude question on the same issue is answered, and influences the judgement made (either positively, or negatively) (Tourangeau et al., 1991). Overall, the chief determinant of what such judgements are based upon is what information is accessible at that time. Respondents are unlikely however, as shown in Sanbonmatsu and Fazio's (1990) study, to discount information unless they are given adequate time to formulate a judgement, and are sufficiently motivated to do so. In the event that sufficient time and motivation exist, the initial judgement (or the information on which it was based) may be rejected if it is felt to be invalid (Schwarz & Clore, 1983) or biased (Wilson et al., 1995) or may be subjected to more cognitive processing (Sanbonmatsu & Fazio, 1990). Evidence of greater cognitive processing to refine an initial judgement has been found in numerous studies where respondents have responded positively or negatively to a question on a general issue, but have then subsequently responded in direct contrast on a question relating to a very specific aspect of that same general issue (Ellsworth & Gross, 1994; Schuman, 1972). The evidence suggests therefore that the response to an attitude question and the basis for that response very much depends on the accessibility of the necessary information and strategy considerations (such as

the amount of time taken to produce a response, and the motivation of the respondent to answer the question).

Despite this variation, however, Tourangeau et al. (2000) believed that it is possible to formulate some general predictions about the stability of responses to attitude questions over time and across changes in question context. The “belief sampling” model (Tourangeau, 1992) is based on the key assumption that retrieval yields a mixed assortment of beliefs, feelings, impressions, general values and prior judgements about an issue (“considerations”). The memory structures that encompass these considerations are “attitudes”, and can be thought of as a kind of database of feelings, beliefs and knowledge about an issue. Which considerations are retrieved at any one time, depends on their accessibility and this is influenced by a number of factors such as: the wording of the question and the nature of the judgement to be made (Hastie & Park, 1986; Wyer & Hartwick, 1984); the instructions given to the respondent (Ottati et al., 1989; Wilson et al., 1989); long term accessibility or attitude strength (Fazio et al., 1986); and the content of earlier questions (Tourangeau & Rasinski, 1988; Tourangeau et al., 1989b).

However, not everything that comes to mind will be taken into account when making a response (Wilson & Brekke, 1994; Wilson et al., 1989), but when respondents become aware that their considerations are biased, they may attempt to compensate. Accessible information previously utilised to answer a prior question may be disregarded if a respondent decides that a new judgement is required on the basis of entirely new considerations (Schwarz et al., 1991). However, this dismissal of accessible considerations due to perception of irrelevance, invalidity or redundancy, may only result if adequate time and motivation is permitted (otherwise it may influence the response whether invalid, irrelevant or not – Martin et al., 1990).

According to belief sampling theory, therefore, responses to attitude questions are inherently vulnerable to a number of factors, and are almost impossible to predict, because they are based on a sample of the relevant material – a sample that over-represents whatever considerations

happen to be accessible at the point when the question is asked. Increased thought regarding a response may not necessarily increase stability (and in some cases will decrease it), as more considerations may potentially arise as a result of greater cognitive processing (particularly for those respondents with poorly developed attitudes – Chaiken & Yates, 1985; Tesser & Leone, 1977).

Moreover, question context can exert a quite considerable influence on attitude judgements by altering the pool of considerations that are seen as relevant and those selected to form the basis of the judgement made. A distinction can be drawn between *directional context effects* (when prior questions alter an attitude either positively or negatively) and *correlational context effects* (that alter the relationship between two or more questions). Smith (1986, 1992a) makes a further distinction between *unconditional* (when a prior question has some impact regardless of how it is answered) and *conditional* (when the impact is dependent upon how it is answered, thereby indicating that the correlated effect between the context and the target question is altered) context effects. As outlined in the previous section, the clues provided by the context of a question are more important when a question deals with an obscure, ambiguous or unfamiliar issue (Strack et al., 1991; and Tourangeau & Rasinski, 1986). It is also well documented that the encoding of ambiguous stimuli is influenced by prior stimuli or situational cues (Martin, 1986; Trope, 1986).

Studies by Schwarz et al. (1991) and Tourangeau et al. (1991) both demonstrated that when a specific question concerning a topic precedes a more general question on the same topic, some alteration of the response to the general question may occur (typically in the direction of a contrast effect). However, the methodology of these studies has been criticised due to the repetitive nature of the questions presented. As a result of this repetition, respondents may assume that the questions are not related, and consequently, the response to the previous question is disregarded (due to a violation of Grice's, 1989, maxim of *Quantity*). To not disregard the previous question would render the subsequent question redundant, as in theory, it

has already been answered. To address this criticism, both studies included versions of the general question that explicitly instructed respondents in relation to what they should (or should not) take into account when formulating a response. Both of the studies found high correlations when the general question was presented first, and respondents were instructed to take their response to that question into account, when responding to the subsequent specific question. This suggests (against the maxim of *Quantity*) that respondents will not always infer that consecutive general and specific questions render either the former or the latter question redundant.

In addition, prior questions on related topics can affect the accessibility of considerations relevant to a later question. Changes in accessibility can alter answers for subsequent questions, if the considerations made available by prior questions have implications that differ from those that would have otherwise been brought to mind and taken into account.

Retrieval based assimilation effects have been demonstrated by Tourangeau et al. (1989a, 1989b) in studies designed to increase the accessibility of considerations supporting one side of a target issue via the prior presentation of an appropriately worded context question. The results obtained were demonstrative of larger assimilation effects when the context questions were presented in a block format (i.e., a series of consecutive questions) immediately prior to the target question, than when scattered amongst unrelated questions. Tourangeau et al. concluded that the degree to which retrieving one question from memory effects the accessibility of another, depends on the strength of the association between them (the more closely related, the greater the effect).

The considerations retrieved to produce a response can sometimes influence a respondent's mood (Schwarz et al., 1991). In turn this alteration of mood can affect the immediate judgement to be made, or even later ones. Moreover, this change in mood can influence the respondents' willingness and ability to evaluate persuasive arguments, as well as the evaluations

(or rating scale values) assigned to the considerations upon which the judgement is based.

Strack et al. (1985) demonstrated that when respondents were asked to recall either happy or sad events, this led to a contrast effect on subsequent evaluations of current life satisfaction.

However when respondents were asked to recall happy or sad events in detail, an assimilation effect was found for subsequent ratings of current life satisfaction. It is apparent therefore; that mood changes provoked by the recall of emotive events affected both what came to mind and how it was evaluated.

Whether the attitude is a strong pre-formed evaluation, or one based on a hazy impression or specific beliefs/feelings towards the target in question, research has shown that order effects can be prevalent in attitude surveys, with responses elicited by previous questions having a profound influence on responses to subsequent items.

The belief sampling model provides some general predictions regarding the stability of responses to attitude questions over time and across changes in question context. This is based on the assumption that responses will be derived from simply what information comes to mind at the time a question is posed. Consequently, previous questions, the wording of those questions, the motivation of the respondent to produce a response, the mood of the respondent and so forth, will all potentially influence the final response given.

1.10. Forgetting or Failure to Retrieve?

The fallibility of memory is well documented and the confidence expressed about the accuracy of a memory is often no more reliable than the memory itself. Vivid memories are not necessarily accurate ones (McCloskey et al., 1988; Neisser & Harsch, 1992) and “everyday memories of the sort that surveys usually probe are even more susceptible to distortion” (Tourangeau et al., 2000, p. 81).

Forgetting can occur in three ways. Firstly, some details may never be encoded and stored in memory in the first place. Secondly, the amount of rehearsal of the information increases the likelihood of storage in long-term memory, and therefore, facilitates the ease of recall. Failure to rehearse or attempt to recall a memory over a long period of time can result in retrieval problems or total failure. Finally, forgetting may occur as a result of alterations of the memory. When a memory is recalled, other “new” details, even inaccurate ones, may be added to it (Loftus, 1975). Retrieval is also influenced by the amount of cognitive effort required and the motivation of the individual to put in the required effort. Forgetting or failure to retrieve can therefore result from the impact of a number of different factors at the point of perception, encoding, storage and retrieval. Omissions and distortions can occur at all three stages of memory processing.

1.10.1 Perception and Encoding

The way in which information is encoded in memory strongly influences its later retrieval (Tulving, 1972). One of the most important factors at this stage of processing is attentional focus. It is well documented that we all do not recall events uniformly. Perception is fallible and selective, thus different people selectively attend to different aspects of an event, person or place. This may result in reconstructive memory distortion in which gaps in memory are “filled in” with inferences based on assumptions and expectations rather than observations. Research has shown that people who reconstruct memories in this way are often unaware that they are doing so. Indeed, Bradburn et al. (1987) concluded that at least some of what people report about an autobiographical event is the result of inference in reconstruction rather than direct experience.

1.10.2 Storage

Given the number of influences on perception and encoding, it is hardly surprising that the representation of an event or object that is stored in memory is highly unlikely to be an accurate

representation. Regardless of this accuracy of the stored memorial representation, however, this can be further exacerbated during the interval between encoding and retrieval.

From a review of a large body of research studies, Penrod, Loftus and Winkler (1982) concluded that there is mounting evidence that information learned subsequent to an event can alter the memory for the original event. Moreover, personal prejudices, expectations and social attitudes can all influence and distort information stored in memory. Importantly, these expectancy biases have been shown to occur most often in situations in which a large amount of information has to be remembered (Guastello, Traut & Korienek, 1989; Macrae, Hewstone & Griffiths, 1993). Under circumstances of high processing load, some respondents may adopt a “cognitive miser” approach (Fiske & Taylor, 1991) and apply stereotypes to simplify complex judgemental tasks (cf. Krosnick’s (1991) theory of *satisficing* outlined in Section 1.6).

1.10.3 Retrieval

Several factors have a profound influence on the accurate retrieval of information from memory. Some of the most important of these will be outlined in the paragraphs that follow.

1.10.3.1 Memory and Time

It is well documented that there is a strong association between the effects of delay between the time of encoding and retrieval on the amount and accuracy of the information recalled (see Ebbinghaus, 1885). Although this does depend on the particular type of information stored in memory (Bradburn et al., 1987), with highly personal and meaningful information tending to be more resistant to the effects of decay (Bahrick, 1983; Wagenaar, 1986).

However, when experiences of similar events are repeated this tends to result in their separate memories becoming assimilated into one general schema that is then used to recall a single event (see Linton, 1975; Neisser, 1982). As a result, the original memory trace is not lost; it is

simply rendered harder to retrieve due to the new additional memories about similar events (Gillund & Shiffrin, 1984; Johnson, 1983).

1.10.3.2 Distinctiveness

In an extension of the evidence outlined above, Anderson (1983) argued that the presence of multiple similar events can actually reduce the likelihood of retrieving any one of them.

Thompson et al. (1996) also confirmed that infrequent and atypical events are remembered more easily than frequent or typical ones. This is further supported by the body of evidence that shows that repeated experiences are harder to recall than unique ones.

1.10.3.3 Emotional Impact

Memories associated with intense emotion are less likely to be forgotten and pleasant events are more likely to be recalled than neutral or unpleasant ones (Wagenaar, 1986). This is corroborated by Thompson et al. (1996) who demonstrated that both pleasant and unpleasant events were better remembered than neutral ones, and overall, pleasant events were better remembered. Similarly, survey researchers have found that important events are better recalled than unimportant ones (see Cannell et al., 1981; Neter & Waksberg, 1964; Sudman & Bradburn, 1973).

In summary, personally significant events are less likely to be forgotten than insignificant ones, as they are more likely to receive considerable attention in the first place, and to be thought about afterwards. The enhanced retrievability is therefore a result of the more elaborate encoding and additional rehearsal, in comparison to that received by less significant events.

1.10.3.4 Wording of the Survey and its Questions

It is clear from a great deal of research evidence that we can remember more than we can recall at any one time, and so a distinction can be drawn between “available” and “accessible”

information (Tulving, 1983). The implication of this is that the format of the questionnaire and its question structure can affect the accuracy of what is recorded on it.

More detailed and precise questions are not necessarily more effective; there is evidence to suggest that excessively detailed questioning may even decrease the accuracy of recall by encouraging reconstructive memory distortion by introducing suggestive or leading questions (Loftus, 1979) (see also the Section 1.1.2 on presuppositions). This “misinformation effect” can occur so covertly that the respondent may not even be aware of the alteration of memory, particularly when very little time has passed and the event seems familiar and distinctive (Herrmann, 1994).

As mentioned in an earlier section, the “misinformation effect” is a contentious area of memory research, and what continues to fuel the debate is that it still remains unsubstantiated as to how exactly misinformation results in the erroneous responses. Loftus (1979) and others more recently, have shown that the memorial representation of the original event is malleable by (or to) occurrences other than the event that it is supposed to represent, thus events (both prior) and subsequent to the event may (irretrievably) alter the memory of it, so that when retrieved during recall, the reconstructed memorial representation contains integrated false presuppositions upon which responses are based. In contrast, Bekerian and Bowers (1983) and Christiaansen and Ochalek (1983) argued that the original information is not irretrievably altered, merely rendered inaccessible by the new information and the retrieval conditions utilised. As a result, the old and new memory traces co-exist, determining which memory is recalled is dependent upon the type of retrieval conditions used. This debate remains unresolved. However, resilience to the uptake of misinformation has been clearly shown when the individual’s memory for the event is perfect and when details concern central, personally meaningful aspects. It is likely that this is due to respondents noticing the discrepancy between what is contained in memory and what is presented (see Section 1.1.3 on the impact of response alternatives). Therefore, unless the false

presupposition is well embedded within the question or the information presented, it is unlikely to affect the retrieval of information.

1.10.3.5 Cognitive Effort

It is well documented that the amount of effort (the motivation of the respondent) is an important determinant in successful recall, particularly if the information to be recalled is not highly salient. Williams and Hollan (1981) found that participants repeatedly asked to recall a list of names, retrieved new information even up to nine sessions later. Similarly, Wagenaar (1986) found that even when it appears that the information has been forgotten, the presentation of new details might assist recall. This does suggest, however, that even for well-motivated respondents, the effort required to recall events may exceed their willingness to do so.

1.10.3.6 Time on Task

Searching memory to produce a response to a survey question does take time. Furthermore, Reiser et al. (1985) found that the time taken to complete a task increases with the complexity of the task itself. This being the case, survey accuracy may decrease if too many questions are asked in a short period of time.

It is generally assumed, however, that the more time allowed on a question, the more accurate the response should be, as respondents are permitted more time to comprehend the question and search their memory for the appropriate information. Survey research does tend to support this premise, as evidence has been found that: asking longer questions (Bradburn & Sudman, 1979; Cannell et al., 1981), requiring respondents to use lengthier strategies or response methods (Means et al., 1994a), or giving respondents longer response times (Burton & Blair, 1991), all tend to facilitate the provision of more accurate responses. However, as Burton and Blair (1991) pointed out, permitting longer response times can sometimes result in respondents adopting a more thorough retrieval strategy, when a quicker inference based approach may have provided a better response.

Moreover, a study by Grove and Kahn (1979) demonstrated that telephone surveys are particularly susceptible to problems associated with time pressure. Specifically, they found that open-ended questions were typically given significantly shorter answers than when the same questions were asked in face-to-face interviews.

1.10.4 Retrieval Strategies

Williams and Hollan (1981) devised a model of the memory retrieval process based upon the conceptualisation of memory as a reconstructive process consisting of three stages. Initially, the search context must be identified; this is based on concepts such as people, places, times, actions and so on (which in accordance with studies of free recall are the most common sources of cues used – Barsalou, 1988). On the basis of this context, memories are then searched for the appropriate information required to make a satisfactory response. Finally, this information is verified to determine its accuracy. This is a highly subjective process that is influenced by the feelings of the respondent regarding the correctness of the information, as well as the vividness and clarity of the memory (as mentioned earlier, in no way can the vividness of the memory be used as a valid indicator of the accuracy of the memory). Once a respondent is satisfied that a thorough memory search has been conducted, and confirmation of the acceptability of the retrieved information has been established, a final response will be elicited.

However, as outlined previously, the retrieval process is vulnerable to two types of error: *commission* (when erroneous details are incorporated into the original information on retrieval) and *omission* (when fundamental information is lost from the original memory trace). Several strategies can be adopted to attempt to improve the accuracy of recall. Questions can be “decomposed” or broken down into smaller, easier to comprehend sections. Alternatively, the “availability heuristic” can be invoked. This strategy is based on the assumption that it is easier to recall an example when there are more examples, than when there are fewer (Tversky & Kahneman, 1973). As outlined previously in Section 1.2, however, this heuristic can sometimes

produce biased results. This is likely to be the case when an example is easy to recall because it was unique and not typical, or when a frequent event is difficult to recall (see Brown et al., 1985; and Tversky & Kahneman, 1973 – for further discussion). In contrast, decomposing a question is more likely to increase the accuracy of responses (Armstrong et al., 1975; MacGregor et al., 1988).

Ross (1988) and Ross and Conway (1986) demonstrated that respondents answer questions about the past by comparing their current and past status (as a kind of “benchmark” evaluation). They refer to this “benchmark” as an “implicit theory” from which an initial estimate is derived. As a result, the accuracy of the responses given in relation to past attitudes and behaviours is dependent on the extent to which the implicit theory is accurate.

Recall order may also have an important role in the determination of the accuracy of the retrieved information. While Loftus and Fathi (1985) reported that respondents prefer to recall a series of events by beginning at the start of a sequence and progressing through the events in chronological order, the results showed that more accurate responses were produced as a result of recalling backwards (in reverse chronological order). However, Jobe et al. (1990) showed that accuracy improved further if respondents were allowed to choose whatever order of recall they preferred. Means and Loftus (1991) concluded that direct manipulation of recall order may create superior results for the recall of a small number of events. On the other hand, for a large number, other recall strategies (such as decomposition) may produce better results.

The considerable body of memory research has shown that inaccuracies in memory can occur from a variety of different sources that impact upon perception, encoding, storage and retrieval. The survey instrument itself can influence the retrievability of memories depending on the nature of the topic of the survey (for example, if it relates to a highly personally significant event); the wording of the questions; the response alternatives presented; the length of time permitted to produce a response; the recall order and the response strategy adopted.

“Remembering is not a simple retrieval of memory traces but a complicated process that may be influenced by both habitual behaviour, and the emotions, attitudes and events happening at the time of retrieval, including the wording and the content of the question that initiate the retrieval process” (Sudman et al., 1996, p. 184).

1.11. Summary:

“A good survey or questionnaire contains questions that elicit valid and reliable answers from respondents in a short space of time” (Graesser et al., 2000, p. 254). On the basis of the research summarised in the previous sections, Table 1.1 outlines the key influential factors and considerations in the design and development of an effective survey or questionnaire. These factors relate to the four main cognitive processes involved in survey responding: the comprehension/interpretation of the question, the retrieval of relevant information, the generation of an opinion, and the formatting/editing of a response. In designing and developing surveys, researchers should give careful consideration to the various influences of each of these stages of cognitive processing and what key design strategies can be used to overcome (or lessen) any biases or inaccuracies that may surreptitiously occur.

The following chapters include a critical review of existing service quality research and a comparison of the performance of the market leader in customer service quality evaluation (SERVQUAL) to a new instrument, specifically designed to exclude some of the methodological problems that have been repeatedly demonstrated with the SERVQUAL instrument. Existing research on membership organisations and relationship marketing is also critically reviewed and discussed with respect to a specific paid membership organisation. The design, development and piloting of a survey specifically designed to evaluate the particular paid membership organization is then detailed, culminating in a full survey of the organisations membership. The outcomes of the survey are reviewed and compared to existing research findings and a specific model of relationship marketing in membership organisations. The main

findings are discussed, together with methodological issues. Directions for further research are then considered.

Table 1.1 Summary of the Main Stages of Cognitive Processing involved in Survey Responding and Key Considerations in the Designing and Development of Surveys and Questionnaires

STAGES OF COGNITIVE PROCESSING	FACTORS INFLUENCING COGNITIVE PROCESSING	KEY CONSIDERATIONS	MAIN REFERENCES
Interpretation/Comprehension of Question	Wording of the Question: <ul style="list-style-type: none"> - double barrelled questions - unfamiliar terminology - vagueness/ambiguity 	<p>It is important to ensure that respondents understand the question being asked. Questions should be easy to comprehend and avoid misleading or confusing terminology</p>	<p>Sudman et al. (1996) Tourangeau et al. (2000)</p>
	<ul style="list-style-type: none"> - presuppositions and the “misinformation effect” 	<p>Avoid using presuppositions (both positive and negative (via the use of misleading verbs etc.)</p>	<p>Loftus & Palmer (1974) Loftus et al. (1992) Tousignant et al. (1986)</p>
	<ul style="list-style-type: none"> - grammatical structure 	<p>Avoid complex wording or sentence structure</p>	<p>Just & Carpenter (1992)</p>
	“Co-operation principle”	All aspects of the survey should be accurate, relevant informative and clear	Grice (1989)
	Context effects and inferences	Avoid ambiguous wording etc. as question comprehension is based on both understanding the wording of the question and its context	<p>Strack et al. (1991) Schwarz et al. (1994) Tourangeau et al. (1989a) (1989b)</p>
Retrieval of Information	Pre-existence/non-existence of opinion		<p>Bassili (1995) Fazio (1989) Tourangeau et al. (2000)</p>
	Time allowed on task	Too little/too much time can be problematic	<p>Bassili & Fletcher (1991) Tourangeau et al. (1991)</p>
	“Availability heuristic”	The accessibility of information from memory is an important factor	Tversky & Kahneman (1973)

STAGES OF COGNITIVE PROCESSING	FACTORS INFLUENCING COGNITIVE PROCESSING	KEY CONSIDERATIONS	MAIN REFERENCES
	Forgetting: <ul style="list-style-type: none"> - perception & encoding - storage - retrieval: <ul style="list-style-type: none"> - memory & time - distinctiveness - emotional impact - wording of survey - cognitive effort - time on task - retrieval strategies 	<p>Information may not be encoded and stored in memory.</p> <p>Information may be lost from memory due to the effects of decay.</p> <p>A number of different factors can influence the accuracy of the information retrieved from memory. Errors of both commission and omission may occur.</p> <p>Information that is not highly personal and meaningful may be vulnerable to decay over time</p> <p>Unique memories are easier to recall than memories of similar events.</p> <p>Memories associated with intense emotion are less likely to be forgotten. It is likely that this is due to greater cognitive elaboration at the points of encoding and storage making them less vulnerable to decay.</p> <p>It is important to avoid suggestive or misleading questions as this may encourage reconstructive memory distortion.</p> <p>The motivation of respondents can influence the accuracy and amount of information retrieved</p> <p>(See above section on <i>retrieval on information</i>).</p> <p>The strategies used by respondents to retrieve information from memory can elicit different responses. This is also determined to some extent by all of the other factors outlined above.</p>	<p>Tulving (1972)</p> <p>Penrod et al. (1982)</p> <p>(see <i>storage</i> above)</p> <p>Anderson (1983)</p> <p>Thompson et al (1986)</p> <p>Tulving (1983) Loftus et al. (1992) – (see above)</p> <p>Bradburn & Sudman, 1979) Burton & Blair (1991)</p> <p>Ross (1988) Ross & Conway (1986)</p>

STAGES OF COGNITIVE PROCESSING	FACTORS INFLUENCING COGNITIVE PROCESSING	KEY CONSIDERATIONS	MAIN REFERENCES
	Context effects	If a previous question has required a judgement to be made, this may be used as the basis for responding to subsequent questions. See also above.	Strack & Martijn (1987) Tourangeau & Rasinski (1988) Schwarz et al. (1991) Carlston (1980)
Generation of Opinion	Response alternatives: <ul style="list-style-type: none"> - ordering: primacy/recency effects - cognitive elaboration/ motivation of respondent (satisficing strategy) - mood state 	<p>Different biases result from either visual or auditory presentation</p> <p>It is important to ensure that the instrument is neither too long or too complex</p> <p>The emotional state of the respondent or the emotional state elicited by the survey items may influence the responses elicited</p>	<p>Krosnick & Alwin (1987) Schwarz et al. (1991)</p> <p>Krosnick & Alwin (1987) Krosnick (1991) Schwarz et al. (1992)</p> <p>Strack et al. (1985) Isen et al. (1978) Johnson & Tversky (1983)</p>
Editing/ Formatting of Response	Social desirability bias	Threatening/sensitive topics. Respondents may choose to give what they perceive as a "socially appropriate" as opposed to an accurate response.	Sudman et al. (1986) Bradburn (1983)
	Verbal & numerical rating scales: <ul style="list-style-type: none"> - size of scales - anchoring - labelling - inclusion of DK/NO responses 	<p>7 plus or minus 2 scale points</p> <p>Respondents typically elicit a bias towards positive and central response options. The presentation of the scale is important; the extreme left points of the scale are more likely to pull responses</p> <p>Use of vague quantifiers should be avoided as different respondents may use the same term differently</p> <p>It is important to ensure that respondents are able to locate a suitable response option. Clear instructions should be issued to respondents regarding the acceptability of a DK/NO response.</p>	<p>Molenaar (1982) Krosnick & Fabrigar (1997) Preston & Colman (2000)</p> <p>Schwarz & Wyer (1983) Schwarz et al. (1998) Schwarz et al. (1991) Foddy (1993)</p> <p>Krosnick & Fabrigar (1997) Krosnick (1991) Beatty et al. (1998) Foddy (1993)</p>

	- context effects	<p>However, DK/NO response options may encourage a “satisficing” strategy to be adopted depending on the motivation of the respondent to engage in the necessary degree of cognitive elaboration required to complete the task</p> <p>Can arise from the presentation order of the response options. May influence both the initial interpretation of the question and/or restrict or bias the responses elicited</p>	<p>Bishop et al. (1986) Bishop et al. (1980)</p> <p>Ostrom & Upshaw (1968) Schwarz et al. (1990) Schwarz & Wyer (1983)</p>
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CHAPTER TWO: Evaluation of Existing Service Quality Evaluation Techniques

The rapid development of the service industries and the inevitable rise in competition between rival companies has resulted in an increasing need for these companies to identify “gaps” in the market, improve service provision and retain customers. Out of all of these elements, it seems that the provision of high-quality customer service is of fundamental and paramount importance. It therefore follows that the objective measurement of the “quality” of service provision is necessary in order to attain and retain “high” quality. However, until 1988, no such measurement technique had been devised in a form that could be applied across all service industries to identify consumers’ expectations and perceptions of the services proffered.

The importance of the identification of minimum and “value added” processes and elements of customer service has long been recognised by market researchers. Bradt (1988) devised a technique for the identification of such features using customer satisfaction survey data. Respondents were asked to rate their overall satisfaction, as well as providing separate attribute ratings about aspects of the service on a five-point scale (*much better than expected, somewhat better than expected, about the same, somewhat worse than expected, much worse than expected*). From a comparison of the overall satisfaction ratings and the individual attribute ratings, Bradt argued that you could identify the minimum and value enhancing features. However, in the same year, a more elaborate and sophisticated instrument was to be developed. This chapter critically reviews service quality research since that time.

2.1. SERVQUAL

In 1988, Parasuraman and his colleagues (Zeithaml and Berry) devised SERVQUAL, a multiple-item scale for measuring consumer perceptions. The scale was built upon a concept of “perceived” quality (the consumers’ judgement of the services they had received). Zeithaml (1987) had defined perceived quality as “the consumers’ judgement about an entity’s overall excellence or superiority”. Perceived quality therefore can be viewed as distinct from

“objective” quality (see Garvin, 1983; and Hjorth-Anderson, 1984) as it is a form of attitude, related in part to satisfaction and resulting from a comparison of perceptions with expectations of quality. The treatment of “quality” as a kind of attitude is well supported by market researchers (see Holbrook & Corfman, 1985; Olshavsky, 1985; Parasuraman, Zeithaml & Berry, 1985). Moreover, a considerable body of research (Gronroos, 1982; Lehtinen & Lehtinen, 1982; Parasuraman et al., 1985; Sasser et al., 1978) unambiguously supports the notion that service quality, as perceived by consumers, stems from a comparison of what they feel companies *should* offer (i.e., their expectations) with their perceptions of what the firms *do* offer. Parasuraman et al. (1988) devised a gap model of service quality based upon this comparison, and defined perceived service quality “as the degree and direction of the discrepancy between consumers’ perceptions and expectations” (p. 17). The gap model therefore predicted that perceived service quality could be determined by the measurement of the difference between consumers’ ratings of service quality (P) and their expectations of service quality (E). The “gap” is therefore a calculation of $P - E$. Parasuraman et al. evaluated this gap score in accordance with a disconfirmation paradigm: if P is greater than E, this is regarded as a positive disconfirmation; and if P is less than E, this is a negative disconfirmation.

On the basis of their initial research conducted in 1985, Parasuraman et al. identified ten potentially overlapping dimensions of criteria used by consumers to assess service quality: *tangibility* (referred to as *tangible*), *reliability*, *responsiveness*, *communication*, *credibility*, *security*, *competence*, *courtesy*, *understanding/knowing the customer*, and *access*. These dimensions were utilised to form the basic structure from which the items for SERVQUAL were derived.

2.1.1. Development

In the initial scale, 97 items were generated across these 10 dimensions. Each item had two statements: one concerning *expectations* (of that particular service industry) and the other relating to *perceptions* (of the particular firm being evaluated). Approximately half of the

questions were positively worded and the rest were negatively worded (in keeping with Churchill's, 1979, recommended procedures for scale development). A seven-point Likert scale ("strongly agree" = 7 to "strongly disagree" = 1) was presented next to each item (scale values were reversed for the negatively worded statements prior to data analysis).

Several pilot studies were conducted to refine the scale based on the identification of clear dimensions and the deletion of erroneous or irrelevant items.

The resulting five dimensions were:

- *tangibility* – referred to as *tangible* in the original scale – (physical facilities, equipment and appearance of personnel)
- *reliability* (ability to perform the promised service dependably and accurately)
- *responsiveness* (willingness to help customers and provide prompt service)
- *assurance* (knowledge and courtesy of employees and their ability to inspire trust and confidence)
- *empathy* (caring, individualised attention that the firm provides its customers)

Assurance and *Empathy* comprise items from seven of the original ten dimensions (*communication, credibility, security, competence, courtesy, understanding/knowing customers, and access*) that did not remain distinct after the first two stages of piloting. Assessments of reliability and validity showed high consistency (with the notable exception of the *tangibility* dimension). Parasuraman et al. (1988) therefore claimed that SERVQUAL was "a concise multiple-item scale with good reliability and validity that retailers can use to better understand the service expectations and perceptions of consumers, and as a result, improve service" (p. 30). They asserted that the instrument provides a framework of five dimensions that can be adapted to meet the demands of the particular kind of service setting under assessment. Parasuraman et al. did, however, concede that the process of refinement of the instrument may have resulted in the deletion of some items that may be more relevant to some service settings other than those

utilised in the development of the instrument (appliance and repair maintenance, retail banking, long distance telephones, securities brokerage and credit cards). As a result, appropriate adaptation of SERVQUAL may be beneficial when a single service is being evaluated. Moreover, items under each of the five dimensions can be suitably reworded to make them more applicable to the context in which the instrument is to be used. Nevertheless, SERVQUAL seemed to capture the crux of what service quality might mean (Rust & Oliver, 1994).

2.2. Validated Claims?

The confident claims of Parasuraman et al. (1988) in relation to the SERVQUAL instrument understandably provoked a great deal of evaluation and criticism from researchers and practitioners alike, beginning most notably with Carman (1990).

As a result of the criticisms levelled at the original instrument a number of revisions were made (Parasuraman et al., 1991b). As outlined previously, the scale had been devised in accordance with Churchill's (1979) framework for the development of a good marketing measure, and hence, the original version included nine negatively worded statements (to attempt to reduce one form of systematic response bias, by discouraging acquiescence or "yea"/"nay" saying). However, following the observation of several researchers that these items were causing respondents difficulty (Babakus & Mangold, 1992; Carman, 1990; and Smith, 1990), the wording was altered to reflect positive statements. Moreover, Babakus and Boller (1992) had further argued that the negatively worded items could be responsible for the factor structure proposed by Parasuraman et al. (1988).

In addition, the wording of the expectation items was changed to alter their emphasis from "normative" expectations to "desired" expectations (e.g., "firms in the industry would provide..." was altered to read "an excellent service would provide..."). The detailed wording of many of the items on the perception battery was also revised and two new items, one on the

tangibility dimension (communication and materials), and another on the *assurance* dimension (knowledge of employees), were substituted for two original items that had been identified as a source of potential confusion, or of little relevance to the evaluation of the particular dimension. However, given the extensive testing and piloting utilised in the development of the original item, it has been suggested that “such ad hoc procedures for amending the original SERVQUAL instrument questions the utility of the thorough and detailed process...as the basis for development (Smith, 1995, p. 259).

Despite Parasuraman, Zeithaml and Berry’s (1988) assertions regarding the validity and broad applicability of SERVQUAL, numerous replication studies have failed to provide evidence to support these claims. Smith (1995) noted however that many of the so-called replication studies fail to replicate the methodology of Parasuraman et al. at all. The principal changes to the original methodology relate to the administration of both the expectations and perceptions test batteries, and the timing of the administration, the size of the Likert rating scale used, and the item format. Of these, the fundamental difference concerns the extent to which the original 22-item format was adhered to. Most researchers have in some way either added to or deleted items from the instrument to adapt it for relevance to the specific service situation being assessed. Smith (1995) asserted that this need to revise the instrument, in itself, casts doubt on the claim of the supposed “generic” nature of the instrument. In spite of this argument however, Sureshchandar et al. (2001) stated that there is good evidence that the original 22 items are good predictors of service quality in its entirety.

Indeed, Parasuraman et al. (1991b) recommended that “Since SERVQUAL is the basic ‘skeleton’ underlying service quality, it should be used in its entirety as much as possible. While minor modifications in the wording of items to adapt them to specific setting are appropriate, deletions of items could affect the integrity of the scale and cast doubt on whether the reduced scale fully captures service quality” (p. 445).

Despite these problems encountered on comparison between the original instrument and the claims associated with it and the replication studies, the very conceptual basis of SERVQUAL has been criticised as being inadequate and inappropriate.

2.2.1. Conceptual Basis

As outlined previously, Parasuraman et al. (1988) based the development of the scale on the concept of “perceived quality”, related but not equivalent to satisfaction that results from the comparison of expectations with perceptions. Cronin and Taylor (1992, 1994) argued that despite a general reluctance of market researchers, perceived quality is best conceptualised as an attitude. Consequently, the use of an expectations-disconfirmation model as the basis for SERVQUAL is not appropriate. An attitudinal model of service quality should be utilised.

Oliver (1980) suggested that consumers form an attitude based on their prior expectations of the firms’ performance, and in turn, this attitude affects the likelihood of a purchase being made from that particular firm. This attitude is then subject to modification in accordance with the level of satisfaction/dissatisfaction experienced in subsequent encounters with that firm, and so the attitude influences the likelihood of further purchase intentions and so forth. Thus, if you consider service quality to be an attitude, it too will be initially determined by expectations, and may be subsequently modified on the basis of actual experience (Cronin & Taylor, 1992, 1994).

This conceptualisation is corroborated by Iacobucci et al. (1994) who argued that, “in some general psychological sense, it is not clear what short-term evaluations (of quality and satisfaction) are if not ‘attitudes’” (p. 14). Cronin and Taylor concluded that conceptual advances suggest that the disconfirmation based SERVQUAL scale is measuring neither service quality or consumer satisfaction, “marketing’s current conceptualisation and measurement of service quality are based on a flawed paradigm” (1992, p. 64).

Andersson (1992) criticised the failure of Parasuraman et al. (1988) to utilise economic, statistical and psychological theory to inform the development of SERVQUAL. This criticism is made on three grounds. The first was that the conceptual basis fails to take account of the costs involved in the improvement of service quality (see Aubrey & Zimbler, 1983; Crosby, 1979; Juran, 1951; and Masser, 1957). Second, Parasuraman et al. collected their data using ordinal methods (Likert scales) and then subjected them to analysis with methods better suited to interval data (such as factor analysis). However, the use of ordinal scales in statistics is limited and there are many statistical authorities who accept the use of parametric statistics with Likert scale data. Finally, Parasuraman et al. failed to draw on the large body of literature on the psychology of perception. This criticism will be returned to in a later section of this chapter.

2.2.2. Process Orientation

SERVQUAL has also been criticised for its focus on the processes of service delivery rather than the outcomes of the service encounter (Cronin & Taylor, 1992; Mangold & Babakus, 1991; Richard & Allaway, 1993). Gronroos (1982) identified three components of service quality: *technical* (the outcome, “what”), *functional* (the process, “how”), and *reputational* (a reflection on the corporate image of the organisation). Whereas technical quality focuses on “what”, functional quality focuses on “how” and involves consideration of issues such as the behaviour of customer contact staff and the speed of service.

Some researchers have argued that outcome quality is missing from SERVQUAL. Mangold and Babakus (1991) assert that SERVQUAL’s focus on the functional aspects of the service delivery process does not allow for accurate evaluations of service quality to be made. In support of this, Richard and Allaway (1991) found that measures of both technical and functional aspects accounted for more of the variation in choice behaviour than functional measures alone. However, in defence of SERVQUAL, Higgins et al. (1991) argued that measures of technical quality are contained in its dimensions of *reliability*, *competence* and *assurance* (*security*).

Sureschandar et al. (2001) argued that, by focusing on components of human interaction/intervention and the tangible facets of the service, SERVQUAL excludes other critical aspects of service quality. They argued that features associated with the service should also include the service product or core service, the systematisation/standardisation of service quality to establish a seamless service experience, and the image of “goodwill to society” that the organisation may attempt to create (“reputational” component – Gronroos, 1982). Brady, Cronin and Brand (2002) emphasised that, in addition to the provision of quality services, the value of service; the physical environment in which the service is delivered; and other uncontrollable factors associated with the service encounter (such as emotions and behaviour) should all be included in assessments of service quality. Liljander and Strandvik (1997) also demonstrated the impact of consumers’ emotions on their evaluations of satisfaction with service quality, and suggested that “emotions should conceptually be included in and combined with, cognitive evaluations of service” (p. 168). This view has been advocated more recently by Chui (2002). It therefore seems apparent from this more recent research that SERVQUAL encapsulates only certain aspects of service quality and that it fails to capture other potentially less controllable components that may have a greater impact upon evaluations of the quality of service provision.

2.2.3. Dimensionality

One of the major criticisms of SERVQUAL concerns its dimensionality. Numerous studies have failed to identify the underlying dimensions originally reported by Parasuraman et al. (1988) (see Babakus & Boller, 1992; Babakus & Mangold, 1989, 1992; Bouman & van der Wiele, 1992; Finn & Lamb, 1991; Headley & Miller, 1993; Reidenbach & Sandifer-Smallwood, 1990; Saleh & Ryan, 1991; and Vandamme & Leunis, 1993). In fact, using factor analysis, Carman (1990) found a larger number of dimensions and highlighted the multifaceted nature of some services. However, in their review of the original instrument, Parasuraman et al. (1991b) conceded that a number of inter-relationships existed between dimensions. It would

therefore appear that the number of dimensions of service quality is very much influenced by the context under evaluation and the methods of evaluation (Peter et al., 1993).

Cronin and Taylor (1992) and Brown et al. (1993) proposed an alternative explanation for the failure to identify the five dimensions of service quality underpinning SERVQUAL, and suggest a unidimensional construct of service quality. However, this is not corroborated by a more recent study by Llosa et al. (1998). While their study failed to find evidence that the 22 items of SERVQUAL cause respondents' to think in terms of the five service quality dimensions as defined by Parasuraman et al. (1988), the results are inconsistent with Cronin and Taylor's assertions of unidimensionality, as evidence of three to five dimensions (*tangibles, contractual performance, receptiveness and confidence*) was found.

More recently, Brady and Cronin (2001) tested Dabholkar et al.'s (1996) view that service quality perceptions are multilevel and multidimensional. They found evidence that service quality perceptions are formed on the basis of three primary dimensions (outcome, interaction and environment quality) and that these primary dimensions are composed of multiple sub-dimensions. According to Brady and Cronin, a customers' overall perception of service quality is based on these primary and sub-dimensions. "It appears that a hierarchical concept of service quality is appropriate" (p. 44).

Even attempts to overcome the weak dimensionality of SERVQUAL, via the use of conjoint analysis (Desarbo et al., 1994) have proved problematic, because conjoint analysis involves a long and difficult task for respondents to complete, and "SERVQUAL still remains much easier to use" (Llosa et al., 1998, p. 41). Brady et al. (2002) concluded that "it appears that confirmation of the scales' five factors continue to elude researchers" (p. 22), and "the lack of apparent generalisability and the need to recognise specific aspects of individual service and customer relationships... suggests that claims of a generic nature [of SERVQUAL] may fail to capture the key issues which affect consumer evaluations" (Smith, 1995, p. 261).

2.2.4. To E or not to E, that is the Question

Many researchers have criticised the nature of the expectations statements that are used as a basis for comparison against which consumers perceptions are evaluated. The revision to the original SERVQUAL instrument (Parasuraman et al., 1991b), included changes in the wording of the expectations statements, as outlined previously, to address concerns that the original format had encouraged responses at the extremes of the seven-point Likert scale, with resulting high means and low standard deviations. This new format, however, appears to have had little impact (see Brown et al., 1993). Such responses on the expectations battery are likely to result in negative P – E scores, calling into question the usefulness of the evaluations of service quality.

Teas (1993a, 1993b) highlighted the ambiguity of the meaning of the expectations battery and suggested that a substantial proportion of the variance in that part of the scale results from respondents interpreting the question being asked differently, rather than to actual variance in their attitudes. For example, respondents are asked to think about the kind of company that would delivery excellent customer service and to indicate which of the service features would be absolutely essential or not at all essential to the provision of excellent service (on a seven-point Likert scale).

Teas identified six possible interpretations that respondents may make to such questions:

- *service attribute importance* (customers may respond by rating the expectations statement according to the importance of each)
- *forecasted performance* (customers may respond by using the scale to predict the performance they would expect)
- *ideal performance* (the optimal performance; what performance can at best, be)
- *equitable performance* (the level of performance that customers feel they ought to receive given a perceived set of costs)

- *deserved performance* (the level of performance a customer, in light of their investment, feels it should be).
- *minimum tolerable performance* (what performance must at least be)

Moreover, Iacobucci et al. (1994) proposed that it is more appropriate to ask respondents about standards than expectations. They believed that when respondents are asked about “standards”, they may interpret them in terms of several “standards” which can exist simultaneously (such as “ideal”, “brand standard” and “industry standard”) all of which can influence customer perceptions. The basis of the gap model and the disconfirmation paradigm is deemed illogical as they do not allow for consideration of “absolute” standards (either in respondents prior expectations or in the performance or the product), they simply predict that customers will evaluate a service positively provided their expectations are either met or exceeded. Iacobucci et al. found strong evidence that “absolute standards are indeed critical in determining customer evaluation and satisfaction” (p. 52). Moreover, the necessity to include considerations of financial factors was confirmed, “consumers clearly consider price when making judgements about satisfaction” (p. 54). They therefore concluded that SERVQUALS strength “its parsimony, is simultaneously its weakness; it is too simple to provide a general theoretical understanding of customer evaluation or to be useful in empirical prediction” (p. 3).

The administration of the E battery itself has also been questioned. A number of researchers (such as Carman, 1990) have remarked on the practical difficulties involved in administering both the E and P batteries. In many of the replication studies the timing of the administration has varied and in some cases the E battery was not administered at all. Bouman and van der Wiele (1992) reported that the administration of both batteries appeared to lead to boredom, and sometimes confusion, in respondents. Boredom and confusion can jeopardise the quality of the research data obtained. It may be the case that this boredom and confusion is a result of the perceived repetitive nature of the task requirements, arising from the similarity between the questions posed on the expectations and perceptions batteries. As outlined in Chapter 1,

Section 1.9, such repetition violates the maxim of *quantity* (Grice, 1989). Problems associated with the administration and impact of potential order effects will be explored further in Sections 2.2.7.1 and 2.2.8.

Numerous researchers have also highlighted the independent effect of perceptions on service quality evaluations and have therefore questioned the use of the disconfirmation paradigm (the difference between expected and received service: if the received service exceeds the expectation this is termed a “positive disconfirmation”; if it is worse than expected, a “negative disconfirmation”) as the basis for the assessment of service quality (Babakus & Bollner, 1992; Bolton & Drew, 1991; Carman, 1990; and Cronin & Taylor, 1992). “Little if any theoretical or empirical evidence supports the relevance of the expectations-perceptions gaps as the basis for measuring service quality” (Cronin & Taylor, 1992, p. 56). Indeed, Cronin and Taylor argued that their alternative evaluation instrument, SERVPERF (in which only the perceptions of service are assessed) is superior to SERVQUAL. Confirmatory evidence is also provided by Boulding et al. (1993), who proposed a model of service quality in which an individual’s overall service quality assessment and behaviours are affected only by their current perceptions of the service and not their expectations. The superiority of performance-only measures over difference score measures has been demonstrated in numerous studies including those by McAlexander et al. (1994), Hahm et al. (1997), Avkiran (1999, “BANKSERV”), and more recently by Lee et al. (2000) and Brady et al. (2002). Nevertheless, it must be acknowledged that it seems intuitively compelling that $P - E$ is a more logical and meaningful index than P alone. In fact, it is arguable that if P is measured alone, respondents will mentally compute $P - E$ regardless, using their own vague notions of E , in order to deliver their response (Llosa et al., 1998).

Parasuraman et al. (1993) continued to argue for the inclusion of the E battery on the basis of practical implications of gap scores (their superior diagnostic value) but they acknowledged that P scores alone do outperform gap scores ($P - E$) in terms of the prediction of overall

evaluations of service and behavioural intentions. Nevertheless, Lam and Woo (1997) tested the long range stability of SERVQUAL. They found that whilst the expectation scores remained relatively stable over time, the performance items are subject to instability even in a one week test-retest interval. This finding casts doubt on the usefulness of the SERVQUAL performance items to measure service quality.

2.2.5. Difference Scores: Psychometric Problems

Brown et al. (1993), Peter et al. (1993), Edwards (1995) and Van Dyke et al. (1997) have criticised SERVQUAL's interpretation of service quality in terms of difference scores, on the grounds that the subtraction of scores from two separate measurements to create a new variable which is then used in subsequent data analysis can lead to several psychometric problems affecting reliability and discriminant validity, and this, in turn, can lead to spurious correlations and variance restriction. These studies provide strong evidence that such psychometric problems do occur with SERVQUAL scores, with obvious implications regarding the validity and reliability of SERVQUAL, and raising questions as to what the scale is measuring.

The main psychometric problems of specific relevance to SERVQUAL relate to issues of reliability, discriminant validity and variance restriction. With regard to reliability, difference score measures typically demonstrate poor reliability, as any positive correlation between the component scores reduces the reliability of the resulting difference score. Moreover, when two responses are taken from the same respondent, and are then subtracted to form a third measure (as is the case with SERVQUAL) only rarely will the difference score components not be positively correlated.

A common problem also relates to how the reliability of measures affects discriminant validity. Low measure reliability reduces correlations between constructs; therefore, increasingly the likelihood of the measure appearing discriminantly valid. As outlined above, difference scores are usually less reliable, and as a result, they are particularly vulnerable to this effect.

Another issue concerns the degree to which the difference score measures can be discriminated from one or both of the component measures used to obtain the difference. It must be acknowledged that, in practice, the difference score will always be highly correlated with, and thus, not distinct from, at least one of the component measures. Wall and Payne (1973) provide confirmatory evidence that any correlation between a difference score and another variable could be an artefact of the relationship between the component measures used to form the difference scores and the other variable. Brown et al. (1993) found that such problems were evident in SERVQUAL. Data showed that service quality was highly correlated with perceptions and also moderately with expectations, even though it is intended as a measure of a separate construct. However, despite these criticisms, one cannot completely discount the value of the difference score, as it may still provide more superior data than P or E alone.

Nevertheless, the major threat to SERVQUAL is that of variance restriction. This occurs when one of the component scores used to calculate the difference score is consistently higher than the other component. Wall and Payne (1973) emphasised that there is ample evidence that in responding to “what is desirable” in comparison to “what there is now”, that respondents very rarely rate what is desired as lower than what there is now. This is evident in SERVQUAL when the expectation scores are almost always higher than the perception scores, suggesting that respondents are restricted in their choice of perception score as a result of the expectation score selected. In their replication study, Brown et al. (1993) found a clearly observed variance restriction problem in the SERVQUAL data. Respondents chose the top two positions on the rating scale for 79% of the expectation items. As a result, these respondents were restricted in the choice of ratings to select for their perceptions (particularly if their perceptions merit a high rating).

In response to the criticisms of the conceptualisation of SERVQUAL and the value of the E battery, Parasuraman et al. (1993) stated that, “the most important trade-off question to ask is

the following: Is the increased ability [of the P scores alone] to explain variance worth the potential loss of richer more accurate diagnostics for improving service quality?" (p. 145). Parasuraman et al. argued that evaluation of perceptions alone may not provide as useful practical information as P – E scores, as a low perception rating provides little information regarding the level of expectations (which may or may not also be low). Evaluation of the size of the discrepancy between *what is expected* and *what is received* is therefore lost. However, Smith (1995) claims that the diagnostic utility of the difference scores obtained by SERVQUAL is also questionable.

2.2.6. Use of Gap Scores

Parasuraman et al. (1985) argued that perceived service quality is best seen as the degree and direction of the discrepancy between consumers' perceptions and expectations. They also argued that consumers' evaluations of overall "quality" can be described by their responses to a scale that assesses overall service from *excellent* to *extremely poor*. However, it is apparent from most of the data obtained using SERVQUAL that if P – E (gap) scores are considered to measure the gap between expectations and perceptions of service, the relationship between overall quality and gap scores (as proposed by Parasuraman et al., 1988) is not evident. A high proportion of the replication studies have shown that whilst overall ratings range from *good* to *excellent*, expectations consistently exceed perceptions (Smith, 1995). Van Dyke et al. (1997) argued that the use of gap scores in SERVQUAL, and the averaging of scores across dimensions, cannot be justified due to the instability of the dimension structure. The researchers proposed that each item should be treated individually and not as a component of an *a priori* dimension. It is therefore clear that in order to interpret the scores of SERVQUAL more accurately, some measures of the importance of individual items will be needed to enable the significance of certain key elements of each dimension, in relation to the overall gap scores, to be identified.

In response to the criticisms of SERVQUAL by Carman (1990), Parasuraman et al. (1991b) included the requirement for respondents to indicate the levels of importance for each dimension by allocating a number of points to each (up to a total of 100). Correspondingly weighted scores were then utilised in the analysis. According to Smith (1995), this method is problematic for three reasons. First, because points are allocated to dimensions, differences in the respondents' ratings for individual items on each dimension are lost. As a result, a negative P –E score on an item of little importance may be increased by the allocation of points to other items in the same dimension, and vice versa. Second, the method of points allocation appears to introduce additional complexities to an already complex task (Smith, 1993). Finally, it presupposes that the factors in the dimensions are valid, and this may not necessarily be the case. Carman (1990) recommended the recording of the level of importance for each individual item to permit differences between each component of service quality to be identified (see also, intensity or strength of opinion measurement outlined in Section 1.8 of Chapter 1).

Smith (1995) also demonstrated that a spurious positive gap score may be obtained if an attribute is not felt to be an essential component (expectations are rated 1, 2, or 3), but the respondent feels that it is present in the firm being evaluated (perceptions are rated 5, 6, or 7). As a consequence, the firm is rated highly for possessing a feature that the customer *does not feel* would be exhibited by an excellent company (see Teas 1993, 1994 – for further elaboration of this point).

2.2.7. Problems with Likert Scales

2.2.7.1. Interpretation of the Mid-point

A further reason why SERVQUAL may present meaningless information with respect to the interpretation of gap scores is where the respondent does not know, and may therefore record a rating of “4” on the perceptions scale. Whether expectations are positive or negative the final score would indicate something other than it actually does.

Smith (1995) pointed out that it is evident that some respondents may not possess the necessary knowledge to respond to some of the SERVQUAL items. Moreover, Babakus and Mangold (1992) reported that non-responses on the perceptions battery of SERVQUAL are quite common. Carman (1990) also highlighted problems associated with the measurement of expectations from inexperienced respondents. This is particularly problematic if viewed in light of Parasuraman et al.'s (1988) assertion that SERVQUAL can be used for analysing consumers' perceptions of competing firms – an evaluation which would increase the likelihood of finding respondents that lack the necessary breadth of knowledge.

Smith (1993, 1995) viewed the absence of a “DK” response option as fundamentally problematic. The forced-choice scale of SERVQUAL offers a significant potential for the misinterpretation of responses, particularly as the calculation of the gap scores (based on the indications of expectations and perceptions) is an integral component of the technique. A respondent may well select the mid-point to record a neutral or DK response or alternatively fail to answer the question. As outlined in Chapter 1, Section 1.8, Foddy (1993) emphasised the need to establish the applicability of the topic to the respondent, to ensure that they are not asked questions that they cannot answer. Moreover, the inclusion or exclusion of a DK option has been shown to rapidly alter the distribution of responses (Bishop et al., 1980) and from a review of a number of large scale surveys, Andrews (1984) concluded that the inclusion of an explicit DK category is associated with better data and higher validity.

This is illustrated further in a study by Smith (1995), which identified five broad meanings of the mid-point of the scale (4, on a scale from 1-7):

- An evaluative response including intention: some respondents regarded their responses on the P scale as evaluations and as some indications that they would continue to use the service. As a result, a rating of 4 might mean that the performance was just adequate enough for the service to be continued to be used.

- Observations of a lack of consistency in the service provider: respondents find it difficult to respond and provide an evaluation of performance when it is inconsistent, and therefore, give it a rating of 4.
- Neutrality: if a judgement has not been formed or seems to be of little significance, then the mid-point may be chosen.
- Assumptions: when the actual performance is not known, a judgement of what is assumed to be accurate is made, and this typically falls around the mid-point.
- Don't know: some respondents assumed that the mid-point represented a DK option; others simply chose not to respond.

The selection of the mid-point can therefore have an important impact on outcomes, and increases the potential for misinterpretation of the respondent's evaluations. Moreover, Krosnick (1991) points out that when mid-points are perceived as representing a neutral response, respondents may be induced to select them as responses to enable quick completion of the task (a "satisficing" strategy – see Sections 1.6 and 1.8 of Chapter 1 for an expansion of this). The indicated response may therefore not truly reflect the respondents' actual expectations or perceptions (this has been corroborated more recently by Krosnick et al., 2002). This is particularly problematic when considered in relation to the findings of Bouman and van der Wiele (1992) outlined in Section 2.2.4, that the administration of both the expectations and perceptions batteries appeared to lead to boredom and fatigue in respondents. Such boredom and fatigue may increase the likelihood of respondents adopting such a "satisficing" strategy. Nevertheless, the same problem has even been found to occur when a DK or no opinion (NO) category is included in the scale (Krosnick & Fabrigar, 1997).

2.2.7.2. Seven-Point Scales

Moreover, the use of Likert scales in SERVQUAL is also criticised. Lewis (1993) asserted that the problems encountered when consumers complete multi-attribute rating scales are well documented and a number are prevalent with respect to SERVQUAL.

Tourangeau (1984, 1992) suggested that some attitude questions require the computation of an evaluative judgement. A Likert-type item (such a SERVQUAL item) requires respondents to rate the extent of their agreement or disagreement with a particular statement. However, this task itself, the format in which it is presented, the wording of the question and scale point labels can all fundamentally influence the responses given.

Numerous researchers have considered the impact of the number of scale points used, verbal labelling of the points and so on (for example Dixon et al., 1984; Wyatt and Meyers, 1987 – see Section 1.8 of Chapter 1 for a full consideration of these matters). Following a thorough review of the relevant research literature, Molenaar (1982) concluded that the optimal number of response categories was seven plus or minus two. This is confirmed by conclusions drawn by Krosnick and Fabrigar (1997) and Preston and Colman (2000) that the optimal scale length falls between 4 and 7 categories.

Lewis & Mitchell (1990) argued that the use of the seven-point Likert scale may camouflage subtle variations in consumer expectations and perceptions. For example, a respondent may feel that their expectation falls between 4 and 5 (say 4.6) and so they record their rating as 5. In addition, they may feel that their perception falls between 5 and 6 (say 5.4) and so they record their rating as 5. This then results in no difference between their perception and expectation ratings, whereas this is actually far from an accurate reflection of the true evaluation. The empirical evidence tends to suggest, however, that people do not generally make such fine judgements.

Furthermore, as the SERVQUAL scales have no verbal labels for scale points 2-6, Smith (1992a, 1992b) suggested that respondents may be overusing the extreme end-points which do have verbal labels. As outlined in Chapter 1, Section 1.8, verbal labelling of all of the scale points may be less subject to such an “anchoring” bias, and may more accurately record the

respondents' intended response (Krosnick & Fabrigar, 1997). Evidence of a positivity bias has been demonstrated in many SERVQUAL studies and is acknowledged by Parasuraman et al. (1994). However, Andrews (1984) found that labelling all of the response categories can result in poorer data than the labelling of end points alone. However, this may depend on how well defined the response categories are.

Albaum (1997) argued that the standard Likert scale tends to confound the direction and intensity dimensions of attitude, which is reflected in the under-reporting of attitudes at the extreme end-points of the scale and a central leniency bias (toward the mid-point). However, in the market research literature, there is a well-documented tendency for respondents to agree rather than to disagree, and to be favourable rather than unfavourable (Landy & Farr, 1980; Lau et al., 1979; and Sears, 1983). As outlined in Section 1.8 of Chapter 1, Boucher and Osgood (1969) referred to this tendency as the "Pollyanna effect". It is also consistent with the findings of a positivity bias in SERVQUAL responses referred to above.

Despite these well-documented biases, the alternative question formats that have been postulated as superior to SERVQUAL have still relied upon Likert scales to record respondent's judgements, albeit in slightly different formats. For example, in SERVPERF (Cronin & Taylor, 1992) utilised the same seven-point scale as SERVQUAL (end points labelled *strongly disagree* and *strongly agree*). In contrast, Brown et al. (1993) utilised a seven-point Likert scale with verbal descriptors attached to each scale point (from *much worse than I expected*, to *somewhat worse*, *slightly worse*, through to *neutral*, and so on up to *much better than I expected*). Koleimeijer (1991) proposed a similar notion in the development of the Q scale that required ratings from *the service greatly falls short of my expectations* through to *the service greatly exceeds my expectations*. These summary disconfirmation measures (combining both expectations and perceptions) have been advocated as more appropriate and valid methods of obtaining customers' ratings of service quality (Brady et al., 2002; Carman, 1990). Danaher and Haddrell's (1996) review of the main scales utilised in market research concluded that the

five-point disconfirmation scales (*it was much better than I thought it would be through to it was much worse*) were superior (this is also confirmed by Preston & Colman, 2000). However, Danaher and Haddrell acknowledged that the use of such a scale requires further investigation in respect of the wording and scale points utilised.

Alternatively, however, Orledge (1991) suggested that a bipolar semantic scale (such as “*smart - untidy*” could be used. This requires respondents to indicate where on the scale (with a P) their perceptions of the dress of the staff of the firm would be, and then to indicate where their expectations would be with an E. The resulting scale would then look like:

smartE.....P.....untidy

This methodology was criticised, however, by Schaeffer and Barker (1995) who cited evidence that even when the verbal labels at the end of the scale are clearly opposite in meaning, a positivity bias may occur. It would also be essential to ensure that clear definitions of each verbal label were provided for respondents to avoid ambiguous responses.

2.2.8. Order Effects: E and then P

Regardless of the type of rating scale utilised in SERVQUAL or its adaptations, or the form in which the evaluation of expectations and perceptions is posed, in the great majority of SERVQUAL-based studies the E measure is required before the P measure. This in itself may fundamentally impact upon the outcomes of the evaluation of service quality.

Parasuraman et al. (1994) used three different formats (single, two and three column) to compare alternative service quality measurement scales, to assess the relative merits and demerits of SERVQUAL (difference score) verses direct (non-difference score) formulations of the perception-expectation gap and to assess the effectiveness of alternative scale formats. The three-column format required separate ratings of desired, adequate and perceived quality on

three identical side- by-side scales. A measure of service superiority (MSS) was then calculated from the perceived-desired differences, and the perceived-adequate differences are used to calculate the measure of service adequacy (MSA). The two-column format generated direct ratings of MSS and MSA gaps by two identical side by side scales. Finally, the one-column format generates direct ratings of MSA and MSS gaps, but separately in different parts of the instrument (the battery of test items is repeated for each, as is the case with the traditional version of SERVQUAL. Parasuraman et al. found that the three-column format appeared to be easier for respondents to complete, and to have greater diagnostic value. The researchers did note, however, the occurrence of a positivity bias (a tendency for respondents to give high ratings), on a nine-point Likert scale (1 = low, 5 = same, 9 = high) in the evaluations. In their review of customer satisfaction studies, Peterson and Wilson (1992) outlined that direct measure ratings seem to have a persistent tendency to inflate respondents' ratings.

Fundamentally, the more important question to address is whether the completion of the E items (whether via the administration of the E battery, or in answering questions relating to minimum and desired service expectations) followed by the P items (again whether by the P battery or direct questioning) influences the responses given. Do ratings of expectations influence in any way the ratings of perceptions? In an assessment of this, Caruana et al. (2000) evaluated whether the completion of the three column format of SERVQUAL (in which respondents are required to provide perception scores to the same items that they have also scored for both desired and minimum expectations) creates a priming effect. Specifically, does the prior allocation of scores to expectations result in an anchoring of the end points on the desired-minimum expectations continuum, thereby determining the scale point width within which perception scores can be given (by restricting the use of the range of the nine-point scale for the perception questions)? Clear evidence to support such a priming effect was found, as the variance of the perceptions scores was noticeably lower. This is consistent with the findings of Brown et al. (1993), outlined previously, in which variance restriction in perception ratings on

SERVQUAL were found for 79% of the respondents due to the selection of one of the top two positions on the rating scale for the expectation items.

Importantly, this evidence of a priming effect is consistent with the body of market and psychological research on the impact of prior items on respondents' cognitive processing of the subsequent items, and the responses elicited. As outlined in Chapter 1, Strack and Martin (1987) and Tourangeau and Rasinski (1988) reported that prior items can influence respondents' interpretation of later questions, the considerations they retrieve in formulating answers and which standards or norms they apply in judging the issue and how they report the answer. Ostrom and Upshaw (1968) demonstrated that at the response formatting stage, context effects induced by earlier questions are most clearly demonstrated when respondents are required to produce a response on a rating scale, and are more pronounced when all of the stimuli are rated on the same scale. For SERVQUAL, in which respondents complete the E-battery and the P-battery on the same Likert scale, such context effects are therefore likely to occur. Moreover, Tourangeau et al. (1989a, 1989b) reported that context effects induced by prior items decrease as the number of unrelated intervening items increase. Consequently, for the three-column format of SERVQUAL (in which respondents are required to provide perception scores for the same items that they have also scored for both desired and minimum expectations consecutively), context effects are even more likely to occur than for the traditional version. This evidence and the problem of increased variance restriction shed doubt on the usefulness of collecting E and P scores simultaneously. Caruana et al. (2000) suggest that it is best done separately.

Moreover, the results obtained by Caruana et al. (2000) seem to highlight that the measurement of expectations contributes little to the measurement of service quality. This adds further strength to the claims of Cronin and Taylor (1992, 1993) and Brady et al. (2002) in relation to the superiority of performance measures alone. In furtherance of the argument for the abandonment of the expectations measure, Llosa et al. (1998) suggest that the mere fact of

asking respondents to indicate their perceptions leads them to mentally compare their expectations and perceptions, in order to form judgements about their perceptions. “In other words, the estimation of perceptions might already include a P – E mental process” (p. 19). Again, Cronin and Taylor’s claims of the success of SERVPERF are advocated as evidence of such a process. It is important to note, however, that such a mental comparison of expectations and perceptions may also result in an “anchoring” effect on ratings of perceptions, despite the absence of the requirement to also explicitly rate expectations.

2.2.9. The Likert Scale Revisited

The debate regarding the usefulness of the E measure and its administration has not yet been resolved. However, on the basis of the studies summarised this far, it is evident that the decision to administer it is not the most critical issue in respect of the accuracy of responses given in customer service quality evaluations. This remains the reliance on Likert scales for respondents to indicate their judgement of the service quality provision in question.

As outlined previously, Albaum (1997) argued that the typical Likert scale confounds the direction and intensity of attitudes, and this, in most cases, tends to lead to an underreporting of the more extreme end-points (bias of central tendency). Although this is not often found for SERVQUAL or its modifications, where labelling of the end-points (but not the interior points) may tend to counteract the effect and a positivity bias is more prevalent, attempts to reduce any such bias in reporting may improve the accuracy and validity of service quality measures reliant on responses given on Likert scales.

Mager and Kluge (1987) proposed a two-stage version of the Likert scale. The first stage asks respondents whether they agree or disagree with a given statement (measuring the direction dimension of the attitude or opinion). The second stage then asks how strongly they feel about the answer provided in the first stage (measuring the intensity dimension of the attitude or opinion). Albaum (1997) found clear evidence that the two-stage format of the Likert scale

elicited greater extreme position ratings than the one-stage, both positively (*strongly agree*), and negatively (*strongly disagree*). This is consistent with research conducted by Loken et al. (1987), in which each attitude question was then followed by a second “double check” question to measure the intensity of the direction of the expressed opinion.

Together with the inclusion of explicit DK and NO categories, such an additional measure of intensity or “sureness”, or “importance”, is favoured by much of the cognitive psychology research conducted in relation to the impact of rating scales on cognitive processes involved in survey responding, as improving the likelihood of eliciting accurate and valid responses (see Section 1.8 of Chapter 1 for a thorough consideration of these matters).

2.2.10. A Hybrid Methodology?

Bennington and Cummane (1998) devised a new technique for the measurement of service quality – *the customer value workshop* – which is a combination of both qualitative and quantitative methodologies to identify what customers perceive as “value” factors of service. Conceptually, the technique incorporates a variation of the gap model advocated by Parasuraman et al. (1988). The methodology is customer-driven and aims to overcome some of the criticisms of the survey-based and focus group-based evaluations that are traditionally used in assessments of service quality.

The process relies on customers generating a set of mutually exclusive categories or attributes that are indicative “ideal” values of services/products. This commences with a brief questionnaire, including a listing of those aspects of service that are regarded as irritating. Respondents are required to indicate the level of irritation associated with such items as *disappointment* (= 1), *annoyance* (= 3) or *anger* (= 6). Participants are then asked to develop a picture of the relevant ideal product or service. A process of “affirmity diagramming” is then used to reduce or classify the large number of ideas generated by consensus (also known as the “Kawakita Jiro” method – Dale et al., 1994). Such a process is regarded as more efficient than

a traditional group discussion as it allows groups to organise numerous ideas and issues in a short period of time (30-45 minutes). Every respondent is encouraged to participate and ideas are not lost in the process as everyone's ideas are recorded and must be addressed. As a result of this process, a set of values is devised that the customers have with respect to the service or product in question.

The performance of the service or product under assessment is then compared to this set of values using computer-based methods. Customers are asked to rate the performance of the service provider or product against each value on a nine-point rating scale (1 = *poor*, 9 = *excellent*). A forced-choice response is required as no DK or NO categories are provided.

Bennington and Cummane (1998) claimed that whilst the customer value workshop is a lengthy process, it ensures that customers' real perceptions of value are identified and assessed. It is proposed that the method has the potential to provide feedback to businesses faster than the more traditional forms of evaluation, and overcomes many of the problems of existing market research techniques. Nevertheless, the reliance on rating scales and the absence of a DK or NO category does bring into question the methodology and the measures and data obtained (as outlined above and in previous sections).

2.3. Conclusion and Summary

The impact of SERVQUAL in the domain of service quality and in its measurement is widely accepted, and although few of its claims remain undisputed (Smith, 1995), it should be noted that even its major critics acknowledged that the scale "is currently the most popular measure of service quality" (Brown et al., 1993, p. 127). Nevertheless, the conceptual, methodological and interpretative problems that have been considered in this review (see Table 2.1 for a summary) suggest that the problems associated with SERVQUAL may be more serious than is generally acknowledged.

The considerable changes to the original version, which were required to adapt the instrument appropriately in the replication studies, raise a host of new problems. These replication studies have also failed to identify the five putative dimensions of SERVQUAL. Its conceptual and paradigmatic basis has been criticised, as has its focus on processes rather than on service quality outcomes and its failure to consider the impact of financial factors. There is now considerable evidence that perception scores alone can predict overall measures of service quality as effectively as P-E (gap) scores. Although, as mentioned previously, “the gap/disconfirmation concept has the theoretical strength of parsimony and it is intuitively appealing” (Iacobucci et al., 1994, p. 2), the continued use of and reference to SERVQUAL in marketing literature “suggests that consensus has not yet been reached relative to the superiority of performance-only measures of service quality” (Brady, Cronin & Brand, 2002, p. 18). Whilst not suggesting that expectations are irrelevant, it is worth pointing out that the nature of the expectation statements in SERVQUAL have been questioned, and the timing and frequency of administration have been viewed as inherently problematic. The length of the instrument and the potential for confusion of the respondent also require consideration.

Parasuraman et al. (1991b, 1994) continued to argue that P scores alone have little practical or diagnostic value, but the current P – E (difference score) formulation also fail to have these properties. Smith (1995) argued that the psychometric problems acknowledged in relation to the use of difference scores indicate that alternative methods should now be considered (see also Brown et al., 1993; and Van Dyke et al., 1997).

However, the continued reliance of alternative methodologies on Likert scales renders them as vulnerable as SERVQUAL to the numerous biases that arise from the impact of such scales on respondents’ cognitive processes. Further research on the use of summary disconfirmation measures, extended formats of the Likert scale, and the impact of questionnaire format and question wording, are required to enable the development of instruments for evaluating service quality that control for or inhibit the impact of these biases. In the mean time, “even in its

present state, SERVQUAL is a helpful operationalisation of a somewhat nebulous construct” (Buttle, 1996, p. 26). Brady et al. (2002) concluded that further research and replication is required to adopt new positions and strategies “or in this case, a new approach to the measurement of service quality” (p. 28). Schembri and Sandberg (2002) argue for an “interpretive, specifically phenomenological approach ... that will allow a first person perspective of service quality” (p. 200). However, “an alternative with the same level of general appeal and market dominance is yet to be produced” (Morrison Coulthard, 2004, p. 492).

Table 2.1 Summary Table of the Main Problems with SERVQUAL:

Problem Category	Problem	Main References	Examples
Conceptual	Perceived quality not conceptualised as an “attitude”	Cronin & Taylor (1992,1994) Oliver (1980) Iacobucci et al. (1994)	Service quality = an attitude modified on the basis of experience
	Failure to utilise economic, statistical and psychological theory to inform development of SERVQUAL	Andersson (1992)	
	Process Orientation	Cronin & Taylor (1992) Mangold & Babakus (1991) Richard & Allaway (1993) Gronroos (1982) Sureschander et al. (2001) Brady, Cronin & Brand (2002) Liljander & Strandvik (1997) Chui (2002)	<p> Ignores Outcomes</p> <p> Measures of technical and functional aspects accounted for far more variation than functional alone</p> <p> 3 components of service quality: technical, functional and reputational</p> <p> Ignores service product; systematisation/standardisation of service quality; and reputational aspects of service quality</p> <p> Ignores value of service, physical environment and uncontrollable factors of service encounter (emotions/behaviour etc.)</p> <p> Ignores the impact of emotions</p>

Problem Category	Problem	Main References	Examples
Methodological	Order Effects – E on P	Caruana et al. (2000) Brown et al. (1993) Cronin & Taylor (1992, 1994) Brady et al. (2002) Llosa et al. (1998)	Clear priming effect of completion of E battery on P battery Clear evidence of variance restriction of E scores on P scores Demonstrated superiority of performance-only measures
Interpretative	Dimensionality: Failure to replicate the 5 dimensions of SERVQUAL	Babakus & Boller (1992) Babakus & Mangold (1981, 1992) Bouman & van der Wiele (1992) Finn & Lamb (1991) Reidenbach & Sandifer-Smallwood (1990) Saleh & Ryan (1991) Vandamme & Lewis (1993) Carman (1990) Brady & Cronin (2001)	Numerous different studies have found either a greater or smaller amount of dimensions of service quality
	Difference Scores: Psychometric problems	Brown et al. (1993) Peter et al. (1993) Edwards (1995) Van Dyke et al. (1997) Wall & Payne (1973)	Use of gap scores affects reliability and discriminant validity, leading to spurious correlations and variance restriction.
	Instability of Dimension structure Importance Points Allocation	Van Dyke et al. (1997) Smith (1993) Carman (1990)	Averaging of scores across dimensions is inappropriate due to the failure to replicate the 5 dimensions of SERVQUAL. Loses vital diagnostic data regarding the importance of each individual aspect of service quality

	<p>Problems with Likert Scales: Interpretation of the mid-point</p> <p>7 point scales</p>	<p>Smith (1995)</p> <p>Babakus & Mangold (1992)</p> <p>Lewis & Mitchell (1990)</p> <p>Smith (1992a, 1992b)</p> <p>Albaum (1997) Loken et al. (1987)</p> <p>Brown et al. (1993)</p> <p>Koleimejer (1991)</p>	<p>Respondents may select the mid-point for a number of different reasons, including the absence of an explicit "don't know" response option. Responses may therefore indicate a lack of knowledge rather than a neutral evaluation.</p> <p>Non-responses on the perceptions battery despite forced-choice scale</p> <p>Labelling of end-point only may camouflage subtle variations in expectation and perceptions</p> <p>Labelling of extreme end-points only may result in the overuse of these ratings</p> <p>Standard Likert scales confound direction and intensity of attitude. Results in overuse of midpoint. 2 stage Likert scale results in superior use of end points of the scale.</p> <p>Used 7 point fully labelled scale</p> <p>Developed "Q" scale</p>
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CHAPTER THREE: Revising SERVQUAL – Assessment of Service Quality

In order to address some of the major criticisms of the SERVQUAL technique and potential problems identified by research on the cognitive psychology of the survey response outlined in the previous two chapters, this initial research aims to develop and assess the effectiveness and robustness of a new tool for the assessment of service quality, eliminating some of the fundamental sources of error and bias that have been well documented in SERVQUAL and other similar instruments. However, preliminary consideration should also be given to two broader biases typically found in measures of consumer satisfaction, the skewed distribution of responses and halo effects, both of which are highly relevant to any review of the SERVQUAL measure.

Customer satisfaction is usually evaluated by survey-based methods, mainly because of the ease of administration, completion and interpretation. However, in order to maximise the usefulness of such evaluations, it is essential to identify what lies behind the ratings given and what other variables and factors impact upon them. Or “stated somewhat differently, are customers ... essentially satisfied with the products and services they purchase and consume, or are measurements of customer satisfaction systematically and artificially influenced by variables or factors other than satisfaction?” (Peterson & Wilson, 1992, p. 62).

Peterson and Wilson (1992) argued that despite the immense variation in customer service quality research, all studies share a striking feature, “virtually all self-reports of customer satisfaction possess a distribution in which a majority of the responses indicate that customers are satisfied and the distribution itself is negatively skewed” (p. 62) [when the scale runs from 1 = positive to 7 = negative].

Peterson and Wilson (1992) argued further that there are four possible explanations for this finding:

- That the ratings do actually reflect true satisfaction levels

- That the ratings may be the result of factors such as expectations and the cognitive effort required to complete the task (see arguments and evidence presented previously in Chapter 1)
- That satisfaction may simply possess a distribution that is different from many other psychological constructs (Willeman, 1979)
- That the distribution may be the artefact of the research methods used, as well as the unpredictable, subjective factors that the customers themselves bring to bear on the evaluation process.

In a review of the various explanations for this phenomenon, the researchers concluded that it is not simply due to a ceiling effect caused by the restricted number of response categories, or that more satisfied customers are more likely to respond to customer satisfaction surveys, or that it is due to the method of data collection (although even higher ratings are obtained for personal and telephone interviews; Sudman, 1967 – see Chapter 1 for further expansion of this).

However, whether the question is posed in a positive or negative form has been demonstrated to alter the underlying response distribution.

Moreover, Oliver (1981), Wilson and Nicosia (1986) and Diamantopoulous et al. (1988) provided evidence of a relationship between the level of customer satisfaction and the timing of the measurement. In general, customer satisfaction appears to be highest immediately subsequent to a service encounter but decreases over time. Schwarz and Strack (as cited in McClendon & O'Brien, 1988) also confirmed that if survey participants have not thought about the survey topic until they have been asked a specific question, their response may be highly influenced by their mood at the time of being asked. Peterson and Wilson (1992) therefore concluded that current measurements of customer satisfaction do not provide informative and valuable data due to the bias in responses typically found. This may reflect attempts to avoid regretting responses given, or alternatively, “individuals may need to distort upwardly their evaluations of outcomes that reflect on the wisdom of their own behavior or judgement” (Hall & Dornan, 1988, p. 643). Nevertheless, Peterson and Wilson argued that this conclusion does

not render the measurement of customer satisfaction redundant, but that ways of refining and improving measurement need to be identified.

Moreover, a further bias that has been reported to hinder the usefulness of customer satisfaction measures is the halo effect (Wirtz & Bateson, 1995). Halo effects occur when a consumer's perception of one attribute distorts their perceptions of all other attributes or when a consumer's evaluation of one dominant attribute distorts other evaluations, resulting in inflated correlations between attributes. In Wirtz and Bateson's study, halo effects were shown to occur for both disconfirmation scales (such as SERVQUAL) as well as traditional satisfaction measures. Whilst ways of controlling for these effects include the design of rating scales and scale formats (Bartlett, 1983; Bownas & Bernedin, 1991; Wu & Petrosus, 1987), the applicability and effectiveness of the methods in marketing and consumer satisfaction measurement in particular, have not yet been assessed.

Specific Problems with SERVQUAL

3.1. Administration of a Separate Expectations Battery

As outlined in the previous chapter, some researchers have criticised the requirement of the administration of a separate expectations (E) battery for SERVQUAL on the basis that it is impractical to administer the E battery before the service encounter, and to then subsequently administer the P (perceptions) battery (Carman, 1990). Carman also argued that although expectations are important, very little value is to be gained from administering both batteries more than once, as an individual does not require experience in order to develop expectations. Lewis (1993) further stated that respondents may be unsure of the difference between the two sets of statements for the same items. Moreover, the meaning of the word "should" is problematic (e.g., what an excellent service provider "should" have) and respondents may experience difficulty in remembering to rate their expectations of service providers in general, rather than one specific company. And finally, the prior presentation on the entire E battery may result in respondents forgetting how they have rated their expectations when they are

completing the P battery. Lewis argued that constant reinforcement of the differences between the two sets of statements is therefore necessary to ensure that respondents clearly understand the task requirements. Carman (1990) suggested that both the P and E evaluations could be collected in one question, and the directions to respondents carefully worded to encourage responses to be given with expectations “in mind”, in order that the expectations acts as an anchor for the response (Cadotte, Woodruff & Jenkins, 1987). Carman, therefore, proposed that the following “summary disconfirmation” question structure to incorporate this comparison:

“The visual appeal of XYZs physical facilities are (much better than, better than, about the same as, worse than, much worse than) I expected”

Carman also encouraged the use of a measure of familiarity with the service to ascertain the impact of experience on expectations.

Similarly, Clow and Vorhies (1993) contended that expectations must be measured prior to the receipt of services, otherwise the responses will be biased; they will over- or under-estimate the true expectations depending upon whether the experience was negative or positive. However, amongst others, Cronin and Taylor (1992, 1994) and Boulding et al. (1993) suggested that the measurement of expectations is not necessary and the measurement of perceptions alone is superior: “Our results are incompatible with both the one-dimensional view of expectations and the gap-formation for service quality. Instead, we find that service quality is directly influenced by perceptions of performance” (p. 24). This has also been confirmed by Babakus and Boller (1992) and Babakus and Mangold (1992). More recently, Brady, Cronin and Brand (2002) re-analysed the data from and replicated the original Cronin and Taylor (1992) study, and confirmed the superiority of a performance-only (and summary disconfirmation) measure.

Importantly, it may be that the administration of both the E and the P batteries creates a priming effect on the consumers’ responses, as demonstrated by Caruana et al. (2000) in a study of the

three-column format of SERVQUAL (measuring expectations prior to the measurement of perceptions influenced the perceptions ratings elicited). The researchers concluded that “the collection of data about expectations and perceptions is best done separately” (p. 63). Moreover, they stated that it is possible that many respondents do not possess pre-formed expectations of service, and, as such, the measurements of expectations may result in the provision of spurious expectation judgements that do not actually exist. The findings indicated that the P battery is the salient component of service quality evaluations, and therefore, this raises concerns regarding the usefulness of the revised SERVQUAL E battery in service quality measurement.

Other approaches that have been tested include the administration of the same items to score both expectations and perceptions with two scales set on the right and left hand sides of the items (Bouman & van der Wiele, 1992). This method cuts the size of the questionnaire in half, and the authors claimed that respondents clearly understood the difference between the two scores requested. Koelemeijer (1991) measured expectations confirmation/disconfirmation directly by use of a “Q scale” going from “*the service greatly falls short of my expectations*” to “*the service greatly exceeds my expectations*”. Factor analysis revealed that the “Q scale” had a clear factorial structure and a higher percentage of variance was accounted for in comparison to SERVQUAL (65% versus 45%). Finally, Desarbo et al. (1994) carried out conjoint analysis, under which the original ten SERVQUAL dimensions became the design variables that describe hypothetical service profiles (in banking and dental service). For each dimension, three levels were used to describe service performance, “*worse than expected*”, “*same as expected*”, and “*better than expected*”, then each hypothetical profile was evaluated on a seven-point “*poor-excellent*” quality scale and on a binary “*yes-no*” consideration scale. However, this is a long and difficult task for respondents, and it is generally accepted that SERVQUAL and the other alternatives mentioned are easier to use.

3.2. The Reliance on Difference Score Measures: Psychometric Problems

As outlined in the previous chapter, Brown et al. (1993), Peter et al. (1993) and Edwards (1995) criticised SERVQUALs conceptualisation of service quality on the basis of difference scores, claiming that whilst it is generally not known in marketing research, there are a number of associated problems with conceptualising service quality in this manner. These problems (such as reliability, discriminant validity, spurious correlations and variance restriction) are discussed in greater detail in Section 2.2.5. of Chapter 2.

To illustrate such psychometric problems, Brown et al. (1993) undertook a comparison of SERVQUAL and a non-difference measure. Respondents were asked to indicate how their perceptions matched their expectations for the 22 items contained in SERVQUAL, but each item was re-worded into a “how” phrase (e.g., “how willing employees are to help me”). Respondents were asked to indicate their evaluations on a seven-point scale, with verbal descriptors attached to each scale position, ranging from “*much worse than I expected*”, “*somewhat worse*”, “*slightly worse*”, “*neutral*” through to “*much better than I expected*”. In striking similarity to Cronin and Taylor (1992), the results confirmed that the perceptions component of SERVQUAL alone performs about as well as SERVQUAL itself, but is free from some of the problems associated with the full SERVQUAL instrument. The non-difference score measure did not exhibit these problems and outperformed SERVQUAL. Brown et al. argued that it successfully allowed respondents to compare their expectations and perceptions directly, and did not restrict them to some arbitrary linear difference. As outlined in Chapter 2, this has also been corroborated more recently by Brady et al. (2002).

3.3. Likert Scales

Determining the format in which responses will be given is an essential requirement of any evaluation measure. As respondents are required to make an evaluative judgement in responding to the SERVQUAL items, the format in which the task itself is presented (including the number of scale points used, the labelling of the scale points and the wording of the item question) can have significant influences on the responses given (Tourangeau, 1992).

3.3.1 The Use of Verbal Labels and the Mid-Point

The structure of the seven-point Likert scale in SERVQUAL has also been criticised due to the absence of verbal labels for scale points 2-6, as this may bias the responses elicited (Smith, 1992). Moreover, the unlabelled mid-point permits a wide range of (mis)interpretations, as outlined in Section 2.2.7.1. of Chapter 2. In particular, it has been reported that a sensitising effect can occur if respondents expect to find a neutral position and cannot locate one (Garland, 1991). It has also been claimed that the scale may camouflage subtle variations in consumer expectations and perceptions, and as a result, the recorded measurement shows no difference between expectations and perceptions (Lewis & Mitchell, 1990). Babakus and Mangold (1992) opted to use a five-point Likert scale on the grounds that it would reduce the “frustration level” of respondents, increase the response rate and response quality. They also found that non-responses on perception items were common. Coombs and Coombs (1976, 1977) argued that this may demonstrate a low level of interest in the subject, or signify apathy or a feeling of being less well informed, or alternatively, an attitude of “I don’t want to know” or “I don’t want to get involved”. As a result, forcing an attitude from a respondent who has no knowledge of the subject or considers the scale to be irrelevant confounds considered neutrality with unawareness or indifference (Hughes, 1969). The forced-choice scale utilised by SERVQUAL therefore offers significant potential for the misinterpretation of responses.

As outlined in Chapter 1, some respondents may select the mid-point as a deliberate strategy to quickly complete the task at hand (Krosnick, 1991). The indicated response may therefore bear little or no resemblance to the respondents’ actual expectations or perceptions. Krosnick and Fabrigar (1997) also found that this may occur even if a DK or NO (no opinion) category is explicitly included in the rating scale (see also research by Beatty et al., 1998, outlined in Section 1.8 of Chapter 1).

Armstrong (1987) compared different ways in which to label the mid-point (either “undecided” or “neutral”) and found very little difference in the responses elicited. It appeared to be more important to ensure that respondents are informed that the mid-point is a neutral position

(neither “agree” or “disagree”), and that it does not refer to DK or NO responses (the explicit inclusion of which could therefore eliminate such misinterpretation of the mid-point).

Research has found that in using Likert scales, some systematic errors do occur, one type of which is form-related and causes a psychological orientation towards certain patterns of response (Greenleaf, 1992; Phelps et al., 1986). A *leniency* tendency relates to a tendency to rate too favourably, a *central* tendency relates to a tendency to avoid the extreme scores at each end of the scale, and a *proximity* tendency concerns a tendency to give very similar responses to items occurring closely together on the survey or questionnaire. As evidence of a positivity bias has been demonstrated in many SERVQUAL studies (and is consistent with the concerns expressed by Peterson & Wilson, 1992, in relation to a negative skew in the distribution of responses), Krosnick and Fabrigar (1997) advocated the use of verbal labelling of all of the scale points, to encourage more accurate recording of the respondents intended response.

3.3.2 Likert Scales: Two-Stage Scales

As outlined in Section 2.7.2 in the previous chapter, Albaum (1997) argued that “the standard Likert scale tends to confound the direction and intensity dimensions of attitude so there may be an under-reporting of the most intense agreement or disagreement (i.e., the extreme position of the scale)” (p. 332) [a *central tendency* bias]. The use of the two-stage Likert scale (stage one, to measure the direction dimension and stage two, to measure the intensity dimension) as proposed by Mager and Kluge (1987), appears to eradicate the majority of the biases mentioned above, although it does significantly increase the length of the instrument.

3.3.3 Likert Scales: The Number of Scale Points

The replication studies of SERVQUAL (see Brown et al., 1993; Carman, 1990; Cronin & Taylor, 1992; Koleimeijer, 1991) have utilised a wide variety of scales as discussed in the previous chapter, such as combined P – E questions (summary disconfirmation measures), as well as those from the original E and P batteries (disconfirmation measures). However, from

the research reviewed, it is evident that the optimal number of scale points falls between 4 and 7 (see Krosnick & Fabrigar, 1997; Molenaar, 1982; Preston & Colman, 2000).

3.4. The Optimal Scale: Summary

Bringing together all of the major issues discussed in the preceding sections, is it possible to identify the key components necessary to develop or construct the optimal Likert scale for the assessment of service quality?

There has been much debate regarding the appropriateness or validity of the consecutive or simultaneous measurement of expectations and perceptions, and the various forms such kinds of measurement can take. Given that evidence of a priming effect of E scores on P scores has been found, the simultaneous measurement of both P and E scores seems desirable. Again, however, there are a wide variety of methods that have been employed to undertake such dual measurement. To avoid any confusion that respondents may have in the provision of two responses for the same item, as is symptomatic of SERVQUAL itself, a summary disconfirmation question structure similar to that used by Carman (1990), Koelemeijer (1991), Brown et al. (1993), and Brady et al. (2002), seems preferable.

With regard to the structure of the Likert scale, many researchers have criticised the labelling of only the extreme end-points of the scales used in SERVQUAL due to the problems associated with such limited labelling (such as the positivity bias and misinterpretation of the mid-point). The clear labelling of all scale points is therefore recommended. This is also consistent with Danaher and Haddrell's (1996) review of rating scales in market research which highlighted that fully-labelled five-point disconfirmation scales were superior to others utilised. This finding, and in particular, evidence for the optimal number of scale points, is corroborated by Babakus and Mangold (1992), Krosnick and Fabrigar (1997), Molenaar (1982), and Preston and Colman (2000). The inclusion of an explicit DK and no-opinion options is also strongly recommended by many researchers (see Andrews, 1984; Armstrong, 1987; Bishop et al., 1991; and Krosnick & Fabrigar, 1997, for example).

Moreover, many of the researchers who have criticised SERVQUAL have also strongly advocated the use of an additional Likert scale to measure the intensity of the initial response (and in particular the importance of each individual item – see Carman, 1990; Schuman & Presser, 1986; and Smith, 1995). This is also consistent with the arguments presented by Albaum (1997) on the superiority of the two-stage Likert scale devised by Mager and Kluge (1987). It is therefore recommended that a variation of the Mager and Kluge two-stage Likert measure be utilised to permit the assessment of the direction of the attitude with a response scale, including a clear neutral mid-point and explicit and separate DK and NO options, as well as the importance of the item about which the attitude was asked. It is intended that such a measure will also minimise the impact of any halo effects, by including an evaluation of the importance of each individual item of service quality.

Based on the research reviewed and summarised above, an example of the proposed optimal scale structure is detailed below (DK = don't know, NO = no opinion):

1	2	3	4	5	DK	NO
much worse than	worse than	about the	better than	much better than		
I expected it to	I expected it	same	I expected it	I expected it to be		
be	to be		to be			

To be followed by an additional measure of the importance:

1	2	3	4	5	DK	NO
very unimportant	important	neutral	important	very important		

3.5. A New Tool (ASQ): Rationale and Evaluation

The following sections detail the development of a new tool for the assessment of customer service quality, based upon the conclusions drawn in the previous sections above concerning

the optimal Likert scale, and to address some of the well documented problems associated with the SERVQUAL measure.

Utilising the proposed optimal Likert scale outlined above, a service quality evaluation tool should also take into account biases and errors that can occur as a result of the task itself (in this case, the completion of the evaluation questionnaire). Such considerations include the structure and format of the instrument (the ordering of items and so forth), as well as the question/item structure and wording, as outlined in Chapter 1.

However, as the initial purpose of this next stage of research was to pilot and evaluate the effectiveness of a new tool (*Assessing Service Quality: ASQ*) in comparison to SERVQUAL, the main focus of the study was in relation to the existing structure of the SERVQUAL instrument itself. Attempts were therefore made to ensure the comparability of the questions posed in ASQ in relation to the revised SERVQUAL questions (Parasuraman et al., 1991b). ASQ (see Appendix 3.2) consisted of 20 questions derived from the 1991b version of SERVQUAL, but rephrased into summary disconfirmation statements in accordance with the wording proposed by Carman (1990) and others. Very minimal changes to the wording of the questions in the Expectation and Perception batteries of SERVQUAL were also made (see Appendix 3.1). No changes to the question order were made, although two items from the SERVQUAL instrument were deleted (E9/P9 [error free records] from the *reliability* dimension and E15/P15 [feeling safe in transactions] from the *assurance* dimension) as it was clear that these items were not relevant to the service under evaluation. These items were therefore also deleted from the ASQ. It was anticipated that the initial testing of ASQ would highlight any other problematic features.

In ASQ, each question was also followed by an additional *importance* measure. The inclusion of such a question followed the recommendations outlined above regarding the value of assessing the importance of each individual item of service quality (see Carman, 1990), together with the evidence provided by Albaum (1997) regarding the superiority of the two-

stage Likert scale devised by Mager and Kluge (1987). The responses to these items were aggregated to re-form the five SERVQUAL dimensions to permit a direct comparison with the measures of the importance of each dimension of service quality in SERVQUAL (the allocation of 100 points across the five dimensions contained at the end of the Perceptions battery). Factor analysis was conducted to ascertain whether the purported dimensionality of SERVQUAL was replicated in ASQ (although it was not assumed to have any dimensional structure, and so the ratings of each individual aspect of service quality were measured, in accordance with the recommendations of Van Dyke et al., 1997). The stability and validity of these dimensions over time were also compared, as so far their identification has eluded many researchers.

3.5.1. Methodology

Participants

The participants were 32 undergraduate first-year psychology students ($N = 32$) at the University of Leicester. Of these, 4 were male and 28 female. Their ages ranged from 18 - 40 (median age 18). Participants were recruited through the School of Psychology's Experimental Participation Requirement (EPR) scheme that all undergraduates are required to undertake. A recruitment poster was posted on the EPR notice board, and asked for self-confessed "fast-food junkies" to volunteer for an experiment on customer service quality in fast food restaurants. One hour's EPR credit and £3 were offered as incentives for participation.

Materials

Two questionnaires were used in this study: the revised version of SERVQUAL (Parasuraman et al. 1991b) and ASQ (see Appendix 3.1 and 3.2). The version of SERVQUAL used consisted of both an Expectations (E) and a Perceptions (P) battery comprising 20 items each. A 100-point allocation across the five dimensions of SERVQUAL was also included at the end of the P battery. As outlined above, two of the original 22 items were deleted from each battery to ensure greater relevance to the particular service setting. For the purpose of this study, fast-

food restaurants were selected as the focus of the evaluation as it was assumed that it was one of the most accessible and frequently used services by the participant population.

ASQ consisted of 20 summary disconfirmation statements, each followed by a separate question relating to the *importance* of that particular aspect of service quality.

Design

The design of the study was a repeated-measures, within-subjects design (the exact number of participants in Groups 1-4 were 8, 9, 8 and 7 respectively). A counterbalanced design was used with two groups completing the instruments in the order of ABAB and the other in BABA (SERVQUAL and ASQ were therefore presented on alternate weeks). This design was used to attempt to reduce variability by using same subjects in all conditions, and to minimise order effects that may influence the outcome of the research. Such a design also permits the assessment of test-retest reliability to look for stability of measurement over time. The dimensionality of SERVQUAL was also assessed, as many replication studies (such as Babakus et al., 1993; Carman, 1990; and Saleh & Ryan, 1992) have failed to identify the five dimensions reported by Parasuraman et al (1988, 1991b). Similarly, the existence of any dimensionality in ASQ was analysed.

The increased diagnosticity of allocating individual (as in ASQ) and dimensional (as in SERVQUAL) importance ratings was also compared.

Procedure

Participants were self-allocated to one of four groups by signing up to one of four experimental sessions (A, B, C, and D), with a maximum of 10 participants for each session. The number of participants in each group varied from 7 to 9. For the first session, all participants were given the rationale for the study, and asked to attend the same session for the next four weeks.

Participants were told that the purpose of the study was to evaluate the customer service quality of a fast-food restaurant. They would be required to visit the same restaurant once a week for 4

weeks, and to complete one of two questionnaires, on alternate weeks. To justify the difference between the two questionnaires, participants were told that the two-part questionnaire (SERVQUAL) was more in-depth. All questionnaires were self-administered.

Groups A and C were asked to complete the first part (the E battery of SERVQUAL), and were then asked to complete the second part (the P battery) in their own time, after they had visited the fast-food restaurant of their choice. For Groups B and D, copies of ASQ were distributed, and participants were asked to complete the evaluation after visiting the restaurant of their choice, during the following week. Participants were allowed to choose which restaurant they would visit; the only requirement stipulated was that they must visit the same restaurant for the duration of the research. This would therefore allow for a measure of the stability of responses via the assessment of the same delivery of service at the same restaurant.

For the following three sessions, the administrations of SERVQUAL and ASQ were varied across the groups, to ensure a counter balanced design.

All participants were asked to return the completed questionnaires either in person at the following session, or in an envelope located outside the laboratory. All attempts were made to be flexible and informal in conducting the study to ensure that the task requirements were minimised, and to avoid drop-outs.

At the end of the fourth session, all participants were asked to complete a brief evaluation questionnaire to elicit their views on the two assessment techniques (ASQ and SERVQUAL) focusing on issues such as the ease of completion, comprehension of the questions, ambiguous items/instructions and so on (see Appendix 3.3). The participants were then fully de-briefed in relation to the purpose of the study and were thanked for their valuable contributions. Data were then collated and submitted for statistical analyses.

3.5.2. Results

Tables 3.1, 3.2, 3.3 and 3.4 present the summary statistics, inter-correlations and scale reliabilities for both instruments. Where appropriate, two measures are presented for each instrument to demonstrate differences in the first and second administrations.

Table 3.1 Summary Statistics

Instrument	No. of Items	No. of Scale Points	Mean	Median	Mode	SD	Scale Reliabilities
Expectations A	20	7	5.50	6.15	5.85	.43	.91
Expectations B	20	7	5.52	4.60	4.63	.36	.93
Perceptions A	20	7	4.37	5.90	5.65	.40	.93
Perceptions B	20	7	4.41	4.40	4.50	.36	.93
ASQ A	20	7 (1-5 + DK and NO)	3.15	3	3	.28	.75
ASQ B	20	7 (1-5 + DK and NO)	3.22	3.03	3.15	.14	.84

Table 3.2 Importance Items

Instrument	No. of Items	No. of Scale Points	Mean	Scale Reliabilities
SERVQUAL Importance Items A	5	Out of 100	19.54	-
SERVQUAL Importance Items B	5	Out of 100	20	-
ASQ Importance Items A	20	7	4	.78
ASQ Importance Items B	20	7	4	.89

Table 3.3 Scale Reliabilities for the SERVQUAL Dimensions

Dimension	SERVQUAL A Expectations Battery	SERVQUAL A Perceptions Battery	SERVQUAL A Gap Scores	SERVQUAL B Expectations Battery	SERVQUAL B Perceptions Battery	SERVQUAL B Gap Scores
Tangibles	.65	.67	.67	.82	.77	.68
Reliability	.79	.78	.73	.84	.88	.88
Responsiveness	.92	.78	.88	.84	.92	.90
Assurance	.90	.87	.90	.83	.87	.89
Empathy	.83	.84	.84	.88	.67	.84

Reliability

The overall internal reliability of SERVQUAL was found to be very high (Cronbach's alpha was .93 for the first administration and .94 for the second). For ASQ, scale reliabilities for the main questions were slightly lower (.91 on each administration) but an improvement was noted for the second administration on the importance items (from .82 to .92). Given that this was the first attempt to pilot the instrument, these initial alpha values were very promising (in accordance with Nunnally, 1978 – for an acceptable scale, the alpha value should be greater than .70). For the five dimensions of SERVQUAL, however, the alpha values were far more variable over the two administrations (ranging from .67 and .68 for *tangibility (tangible)* to .88 and .90 for *responsiveness*). The lower alpha value for the *tangibility (tangible)* dimension was consistent with those reported by Parasuraman et al. (1988). Nevertheless, these coefficients

suggested that both the overall scale reliability and the internal reliability of the dimensions upon which the scale was based are high.

Table 3.4 Correlations between Items for the First and Second Administrations

Instrument	Items	Inter-item Correlation
SERVQUAL – Expectation Battery	1a 1b	.53**
	2a 2b	.55**
	6a 6b	.51**
	7a 7b	.45**
	19a 19b	.71**
	20a 20b	.56**
SERVQUAL – Perceptions Battery	3a 3b	.51**
	4a 4b	.49**
	5a 5b	.49**
	7a 7b	.68**
	8a 8b	.58**
	9a 9b	.49**
	10a 10b	.45**
	11a 11b	.52**
	13a 13b	.58**
	14a 14b	.51**
	15a 15b	.54**
	16a 16b	.47**
	18a 18b	.48**
	19a 19b	.69**
	20a 20b	.65**
SERVQUAL – Gap scores	2a 2b	.46*
	3a 3b	.47**
	5a 5b	.37*
	7a 7b	.53**
	15a 15b	.48**
	19a 19b	.54**
SERVQUAL Importance Items	20a 20b	.57**
	1a 1b	.37*
ASQ	5a 5b	.45*
	2a 2b	.51**
	4a 4b	.73**
	6a 6b	.49*
	9a 9b	.50*
	11a 11b	.41*
	14a 14b	.43*
	15a 15b	.50*
	16a 16b	.47*
	17a 17b	.65**
	19a 19b	.63**
ASQ Importance Items	1a 1b	.71**
	3a 3b	.58**
	5a 5b	.50*
	6a 6b	.46*
	9a 9b	.70**
	10a 10b	.44*
	11a 11b	.42*
	12a 12b	.62*
	13a 13b	.50*
	14a 14b	.57**
	15a 15b	.56**
	16a 16b	.61**
	17a 17b	.53**
	18a 18b	.44*
	19a 19b	.42*
	20a 20b	.43*

** = $p < .01$

* = $p < .05$

However, the test-retest reliability of SERVQUAL was questionable. The item correlations between administrations (see Table 3.4) showed that on SERVQUAL, gap scores significantly correlated on only seven items (2, 3, 5, 7, 15, 19 and 20). Closer analysis revealed that, for the E battery, responses significantly correlated on only six items (E1, 2, 6, 7, 19, and 20), whereas on the P battery, responses on fifteen items correlated significantly (on items P3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, and 20). In comparison, nine significant correlations were found for ASQ (on items 2, 4, 6, 9, 11, 14, 15, 17, and 19). In relation to the importance items, allocations across the five dimensions on SERVQUAL significantly correlated between *tangibility (tangible)* and *empathy* only. On ASQ, significant positive correlations were found for sixteen items (1, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20). Overall, there appeared to be evidence of good test-retest reliability on the majority of the ASQ items, and of high test-retest reliability on the P battery of SERVQUAL but not the E battery or the importance ratings.

Moreover, a significant difference between the means of the scores on the separate administrations of ASQ provided evidence that participants were not simply “yea” or “nay” saying on each administration ($t = -5.01$, $df = 19$, $p < .001$).

Variance Restriction

A variance restriction problem was clearly evident in the SERVQUAL data for both administrations. T-tests revealed highly significant differences between the mean scores selected on the E and P batteries on both administrations ($t = 9.55$, $df = 19$, $p < .001$, for the first administration, and $t = 9.53$, $df = 19$, $p < .001$, for the second administration), suggesting that the prior completion of the items on the E battery restricted the range of responses that could be given for the items on the P battery. To illustrate this point, analysis of the responses elicited showed that participants selected the top three positions (ratings 5, 6, and 7) on the E battery 78.70% (rising to 80.48% on the second administration) of the time, compared to only 50% on the P battery. In comparison, the bottom three positions (1, 2, and 3) were selected 8.71% of the time on the E battery (falling to 6.13% on the second administration), whereas on

the P battery, they were selected for 30.97% and 27.58% of responses in the first and second administrations respectively.

On ASQ, the spread of responses was more equally distributed, on the first administration, the top two positions (4 and 5) were selected by 19.53% of respondents and the two bottom scores (1 and 2) were selected by 27.19% of respondents. The mid-point (3) was selected by 45.16% of respondents. On the second administration, the spread of responses was similar (24.69%, 19.69% and 49.22% respectively). Interestingly, the proportion of DK and NO responses dropped markedly between the first and second administrations (6.26% and 2.97% respectively).

Dimensionality

A further problem that was identified through this empirical investigation of SERVQUAL was that its putative dimensionality did not replicate. Factor analysis with oblimin rotation was performed on all data to determine whether the factorial structure replicated in SERVQUAL and was also apparent in ASQ.

For SERVQUAL, a five-factor solution was identified, but within that, the first eigenvalue accounted for between 45.87% and 51.58% of the variance (for the first and the second administrations respectively). However, as depicted in Table 3.5, considerable overlap was evident for three components on the first administration and for two components on the second administration. The overlap between the components primarily concerned items from the *reliability*, *responsiveness*, *assurance* and *empathy* dimensions. These results raise questions about the construct validity of the instrument.

In comparison, for ASQ, a five-factor solution was found with some limited overlap with the SERVQUAL dimensions. The first eigenvalue accounted for between 42.94% and 43.25% of the variance (for the first and second administrations). This suggested that service quality, as measured by ASQ, was almost as unidimensional as SERVQUAL. However, it is important to

note that the sample size used in this study is very small for producing stable factors in factor analysis. As a result, these findings must be treated with some caution.

Table 3.5: Main Component Structures – Factor Analysis of SERVQUAL and ASQ

SERVQUAL A (with oblimin rotation):

Component/ Question	1	2	3	4	5
Q. 1	-.15	.88	-.25	-.17	.32
Q. 2	.07	.71	.17	.19	-.19
Q. 3	-.17	.18	.83	-.26	-.04
Q. 4	.04	.68	.14	.04	-.29
Q. 5	.31	.02	.73	-.18	.32
Q. 6	.14	.61	.20	-.22	.01
Q. 7	.75	.07	-.16	-.16	.07
Q. 8	.96	-.04	.17	.10	.19
Q. 9	.75	.07	.28	.17	-.21
Q. 10	.89	-.17	-.03	.03	-.03
Q. 11	.73	.33	-.01	-.11	-.09
Q. 12	.52	.16	.07	-.15	-.52
Q. 13	.48	-.12	.11	-.41	-.43
Q. 14	.60	.12	.04	-.32	.25
Q. 15	.68	.07	-.28	-.45	.08
Q. 16	.07	.05	.26	-.78	-.19
Q. 17	-.06	.21	-.33	-.27	.68
Q. 18	.08	.13	.10	-.70	-.23
Q. 19	-.06	-.09	.54	-.80	-.05
Q. 20	.12	.11	-.07	-.76	.14

SERVQUAL B (with oblimin rotation):

Component/ Question	1	2	3	4	5
Q. 1	-.14	.28	-.16	-.14	-.66
Q. 2	-.07	.44	-.15	-.63	-.11
Q. 3	.05	-.03	-.39	-.81	-.09
Q. 4	.03	.90	.15	.08	-.09
Q. 5	.53	.18	.12	-.20	-.30
Q. 6	.61	.36	.22	-.25	.32
Q. 7	1	.15	-.36	.11	.02
Q. 8	.72	.04	.01	-.12	-.26
Q. 9	.34	-.05	.18	-.04	-.73
Q. 10	.17	-.03	.17	-.61	-.31
Q. 11	.19	.08	.16	-.72	-.10
Q. 12	.45	.06	.20	-.47	-.08
Q. 13	.12	-.31	.26	-.75	-.10
Q. 14	.32	-.04	.25	-.64	.26
Q. 15	.63	-.21	.07	-.34	.15
Q. 16	.80	-.10	.09	-.09	-.03
Q. 17	-.09	.11	.93	.04	-.02
Q. 18	.91	-.07	.09	.11	-.09
Q. 19	.70	.05	.02	-.26	.08
Q. 20	.74	-.19	.11	-.14	-.05

ASQ A (with varimax rotation):

Component/ Question	1	2	3	4	5
Q. 1	.20	.71	-.04	.05	.12
Q. 2	.90	.07	-.17	.24	-.15
Q. 3	-.07	.57	.12	.07	.71
Q. 4	.20	-.03	-.04	.89	.03
Q. 5	-.19	.17	.85	-.14	.04
Q. 6	.73	.29	.07	.23	.37
Q. 7	.49	.19	.33	.47	.50
Q. 8	.14	.06	.82	.16	.18
Q. 9	.24	.23	.18	.79	.16
Q. 10	.35	-.12	.87	.14	-.03

Component/ Question	1	2	3	4	5
Q. 11	.78	.32	.24	.15	.16
Q. 12	.45	.46	.41	.25	.19
Q. 13	.05	.77	-.01	.40	-.09
Q. 14	.65	.53	.33	.12	.25
Q. 15	.46	.59	.31	.41	.14
Q. 16	.20	.84	.06	.02	-.13
Q. 17	-.24	.17	-.19	-.13	-.85
Q. 18	.87	.29	.17	.16	-.01
Q. 19	.50	.72	-.03	-.34	-.09
Q. 20	.40	.67	.44	-.02	.19

ASQ B (with varimax rotation):

Component/ Question	1	2	3	4	5
Q. 1	.62	-.05	.11	-.69	.18
Q. 2	.82	.21	.12	.09	.30
Q. 3	.53	.65	.18	.04	-.01
Q. 4	.25	.02	-.13	.09	.88
Q. 5	.03	.35	.84	-.12	.03
Q. 6	.24	.90	.20	.09	-.03
Q. 7	.21	.27	.76	.33	-.08
Q. 8	.07	.05	.87	.06	-.19
Q. 9	.42	.15	-.02	.71	-.22
Q. 10	.17	.27	.75	-.08	-.02
Q. 11	.32	.63	.32	.16	-.42
Q. 12	.35	.29	.44	.65	.13
Q. 13	.65	.48	.22	.27	-.15
Q. 14	.58	.53	.14	.42	.08
Q. 15	.73	.07	.01	.16	-.01
Q. 16	.62	.39	.33	.10	.20
Q. 17	-.15	.01	.01	-.91	-.22
Q. 18	.52	.55	.23	.19	-.39
Q. 19	-.16	.77	.42	.23	.19
Q. 20	.38	.65	.40	-.24	.04

Importance Ratings

Reasonably high consistency was noted in the allocations of 100 points across the five SERVQUAL dimensions (see Table 3.6). The highest allocations were given to *reliability* and *responsiveness*, although in the second administration, *assurance* was given a higher allocation than *tangibility* (*tangible*).

Table 3.6 SERVQUAL and ASQ Importance Items – Mean Scores

Dimension	SERVQUAL A	SERVQUAL B	ASQ A	ASQ B
Tangibles	18.8	18	3.7	3.7
Reliability	24.4	25.4	4.3	4.4
Responsiveness	22.6	22.6	4.1	4.1
Assurance	17.5	19.3	3.4	4.2
Empathy	14.4	14.7	3.9	3.8

Examination of the responses given in ASQ in accordance with the SERVQUAL dimensions (see Table 3.6 above) revealed that the highest mean importance ratings were given for *reliability*, *responsiveness* and *empathy* (on the first administration) and *reliability*, *responsiveness* and *assurance* (on the second administration). However, on consideration of the individual items to which the highest importance ratings were allocated (see Table 3.7), items from the *reliability* dimension were rated most important (and of those, it was the two relating to *solving problems* and *providing a timely service* that were given the highest ratings). Two items from the *tangibility* (*tangible*) dimension were rated as the least important (*modern looking equipment* and *advertising materials*). This level of diagnosticity was not possible with SERVQUAL.

Table 3.7 Mean Importance Ratings by Question on ASQ

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ASQ A	3.6	4	3.9	3.2	4.4	4.4	4.3	4.1	3.9	4.2	4.3	4.2	3.6	4.3	3.8	3.7	4.1	3.8	4	3.8
ASQ B	3.7	3.9	3.8	3.3	4.3	4.3	4.4	4.4	3.8	4.2	4.2	4.2	4.1	4.4	4	3.6	3.9	3.6	3.9	3.9

However, a bias towards the mid-point for the importance ratings on ASQ was evident (3.98 for the first administration and 4 for the second). Nevertheless, the individual scores elicited demonstrated that the full range of the scale was utilised by respondents.

Participant Feedback

Comments provided by participants in relation to the two instruments highlighted some of the well-documented problems associated with administration of SERVQUAL. Specifically, a number of participants expressed difficulty in the completion of the 100-point allocation task (which was included at the end of the P battery). Several participants also reported that they felt that some of the questions in SERVQUAL were repetitious and that this was confusing. The inclusion of DK and NO response options on ASQ were noted as being particularly useful.

3.5.3. Discussion

The purpose of this study was to compare the effectiveness and robustness of SERVQUAL and ASQ, a summary disconfirmation tool for the assessment of customer service quality.

Parasuraman et al. (1988) claimed that SERVQUAL was a multiple-item scale for measuring consumer perceptions that provides a framework of five dimensions of service quality that can be adapted to meet the demands of the particular kind of service setting under evaluation. Moreover, the researchers claimed that the instrument had good reliability and validity and can be applied to a wide variety of service settings. However, numerous replication studies have failed to provide evidence to support these claims, and some of the findings of those studies are evident in the data obtained in this study.

Consistent with the findings of Lam and Woo (1997), this study found evidence of instability in the SERVQUAL scale over time, revealed by the presence of significant correlations between the test and re-test scores on only seven items. Further examination of this revealed that the instability lay primarily in the expectation scores. This finding is, however, entirely opposed to the findings of Lam and Woo, which indicated that the instability lay in the perception scores.

The explanation for this difference may not be easy to identify. However, with regard to the expectation items, it may be that respondents had not given any previous consideration to their individual expectations of fast-food restaurants prior to the first administration of SERVQUAL. This may therefore be reflected in a change of expectation in the second administration. Perception scores remained more consistent; perhaps as participants visited a restaurant that they were already familiar with, and were more aware of the typical kind of service received. This finding provides corroboratory evidence for Cronin and Taylor's (1992) original assertion that the measurement of perceptions alone is a superior measure of customer service quality, and is also therefore consistent with the more recent replications conducted by Brady et al. (2002).

Additional evidence for this argument may also be derived from the test-retest reliability of ASQ (as demonstrated by a higher number of significant correlations between the scores on the two administrations). The question wording and response options on this scale required the immediate computation of expectations in relation to perceptions, and therefore, may have resulted in a more accurate recording of true P – E ratings (this is supported by the findings of Llosa et al., 1998). Regardless of the explanation, this evidence for the instability of both batteries of the SERVQUAL further questions its reliability and validity as a measure of customer service quality.

Interestingly, very high reliability coefficients (Cronbach's alpha) were identified for both administrations of SERVQUAL, suggesting strong internal consistency of the overall instrument. However, given the extent of the piloting, refinement and revision that SERVQUAL has undergone, it was perhaps not too surprising to obtain such results. The alpha values for the individual dimensions were also high, with the notable exception of the *tangibility (tangible)* dimension. This is consistent, however, with the original findings of Parasuraman et al. (1988). The alpha values found for the ASQ scale were also high. It may be the case that these results are artefacts of the instrument being based so closely on the SERVQUAL scale, but given the modifications of the Likert scales, the use of summary

disconfirmation statements, and the inclusion of individual importance ratings, it would be misleading to simply draw this conclusion.

Moreover, Smith (1999) and other researchers (such as Finn & Lamb, 1991) have argued that high alpha scores are not necessarily evidence of an underlying factor structure. A high alpha value (such as that exhibited in this study for SERVQUAL) may be evidence of a lack of dimensional structure. It may also be reflective of a poor design in the instrument itself, and may indicate that respondents perceive a duplication of items (Grice's, 1989, maxim of *Quantity* outlined in Section 1.1.2 of Chapter 1). Indeed, the battery of questions was amended in Parasuraman et al.'s (1994) revision of SERVQUAL as it was recognised that some respondents could not differentiate between some items. This concern was also confirmed by the comments expressed by some participants in this study regarding the repetitious nature of the questions in SERVQUAL. "High alpha values may be indicative of deficiencies rather than superior qualities of a scale... (such as scale content, duplicative items and data attenuation)" (Smith, 1999, p. 117). In addition, Van Dyke et al. (1997) argued that the use of Cronbach's alpha as a method of estimating instrument reliability is inappropriate for difference scores. This is due to the reliability of a difference score being determined on the reliability of its two component scores and the extent to which they correlate. The researchers argued that when the correct formula is used for calculating the reliability of difference scores, it is apparent that the higher the correlation between the two component scores, the lower the reliability of the difference score. Utilising data from Parasuraman et al. (1994), Van Dyke et al. demonstrated that Cronbach's alpha consistently overestimates the reliability of scores on each dimension and that calculation of reliability using the correct formula produces reliabilities as much as .10 lower. More importantly, the reliabilities calculated for non-difference score measures (such as those used by Brown et al., 1993) are consistently much higher than for SERVQUAL. The researchers conclude that "a review of the literature clearly indicates that by using Cronbach's alpha, researchers tend to overestimate the reliabilities of difference scores especially when the component scores are highly correlated" (p. 201).

In accordance with Peter et al. (1993), Brown et al. (1993) and Edwards (1995), evidence of variance restriction was found in the data for SERVQUAL. Difference score measures are vulnerable to such effects, and clear evidence was found in this study. The ratings elicited for expectation items restricted the range of scores that could be selected for the perception items (exhibited by the highly significant difference found between the mean E and P scores). This was also confirmed by the positive skew in responses on the expectation items, and the distribution (frequency) of scores selected at the different points on the scale (higher percentage of top two scores selected for items on the E battery than the P battery). These findings are consistent with the research conducted by Caruana et al. (2000). In contrast, ASQ was not vulnerable to such biases and yielded a relatively normal distribution of responses.

Moreover, in keeping with the psychometric problems associated with difference scores reported by Brown et al. (1993), Peter et al. (1993), and Edwards (1995), evidence of low construct validity was also found for SERVQUAL. High correlations between the gap scores and its component parts were observed, questioning the ability of the instrument to differentiate between the different components of customer service quality.

The most striking finding was the failure to replicate SERVQUAL's dimensions. This is highly consistent with the majority of replication studies that have been conducted (see, for example: Babakus & Boller, 1992; Babakus & Mangold, 1989, 1992; Bouman & van der Wiele, 1992; Finn & Lamb, 1991; Headley & Miller, 1993; Reidenbach & Sandifer-Smallwood, 1990; Saleh & Ryan, 1991; and Vandamme & Leunis, 1993). At best, this study identified three distinct components (as at least two components of the five-factor structure considerably overlapped), with around 50% of the variance accounted for by the first. This finding is similar to that reported by Parasuraman et al. (1994), in which a three-dimensional structure was identified, with *responsiveness*, *assurance* and *empathy* blended into a single factor. Llosa et al. (1998) and Caruana et al. (2000) also found evidence for three factors (*enlarged tangibles*, *contract performance and receptiveness*; and *reliability*, *tangible and responsiveness*, *assurance* and *empathy* respectively).

Parasuraman et al. (1991b) claimed that the failure of replication studies to identify the five dimensions may simply reflect restricted (or conversely very broad) variations in consumers' opinions of a specific service provider, in relation to the individual components of each dimension. Carman (1990) also accounted for the variation in results on the basis of differences in the types of service provider (some aspects of service provision will differ depending on what the service being offered is). This was confirmed by Babakus and Boller (1992), who concluded that service quality may be factorially complex in some service settings and very simple and uni-dimensional in others. These explanations for the variations in findings do not, however, support the notion of a five-dimensional basis for service quality, or the purported generic nature of the SERVQUAL instrument (therefore raising questions about its convergent validity).

However, was there any evidence of a dimensional structure in this study in either SERVQUAL or ASQ? Were the right questions being asked, but clustered together inappropriately for the type of service setting assessed in this study?

Factor analysis showed that a single factor accounted for over half of the variance in SERVQUAL and slightly less than half of the variance in ASQ. Did this factor comprise similar items from the two instruments; in order that a new dimension could be identified?

On SERVQUAL, there was consistent clustering of items from the *reliability*, *responsiveness*, *assurance* and *empathy* dimensions (overlapping on more than one component). In addition, clustering of a number of the items from the *tangibility* (*tangible*) dimension was found for both administrations. Such clusters were also found in the analysis of the second administration of ASQ. Nevertheless, the pattern found was not clear cut, as many items clustered on more than one component, and considerable overlap between dimensions on singular components was observed. Where clusters were identified, this was mirrored with high correlations between individual items. However, as discussed previously, such results are

quite typical in studies utilising SERVQUAL, and may constitute evidence of problems with the instrument as opposed to any concrete findings with regard to the assessment of service quality. Moreover, as mentioned previously, the results for ASQ must be treated as tentative due to the small sample sizes used in this study.

One of the more interesting findings of this comparison study concerns the usefulness of the importance scores for each individual item on ASQ. On SERVQUAL, respondents were required to allocate 100 points across the five dimensions; on ASQ, each item on the questionnaire was followed by a requirement to give an indication of the importance of that aspect of service quality. The addition of this question after every item was derived from the recommendations of Carman (1990), Schuman and Presser (1986) and Smith (1995). This also allowed for the adoption of a variation the two-stage Likert scale as outlined by Albaum (1997).

Analyses showed that for SERVQUAL, the allocation of points across the dimensions was almost consistent for the two administrations, with only a very slight variation in those allocated to *tangibility (tangible)* and *assurance* in the second administration. *Responsiveness* and *reliability* received the highest point allocations on both administrations. In comparison, looking at the same dimensions in ASQ, a similar variation occurred between the two administrations between *responsiveness*, *assurance* and *empathy*, with *reliability* consistently rated the highest. As outlined in the previous chapter, Smith (1995) stated that the method of point allocation in SERVQUAL is problematic as it fails to identify the individual importance of the items on the scale; it loses the differences in respondents' ratings of service quality for each item, and it assumes that the dimensions of the scale are valid. Given that this study failed to replicate the SERVQUAL dimensional structure, this latter point is certainly problematic. Moreover, from examination of the individual scores for items, some limited evidence for the first two points highlighted by Smith can be identified. For example, the mean gap scores on the *tangibility (tangible)* dimension differed very slightly for Items 1, 2, 3 and 4 in both administrations. Such differences in the evaluations of service quality for these items are lost as

a result of the SERVQUAL analysis, which is based on the average gap score for the *dimension* and not the individual gap scores for *each item*.

In contrast, as a result of importance ratings being given for each of the items on ASQ, core aspects of service quality in fast-food restaurants can be identified. For example, the items with the highest important ratings on the first administration were 5, 6, 7 and 11 (*interest in solving problems, timely service, performance of service right the first time and willingness to help*) and 5, 6, 8 and 14 for the second administration (*interest in solving problems, timely service, provide service at time promised and courtesy*). Those with the lowest ratings were 1, 4, 13 and 16 (*modern looking equipment, advertising materials, customer confidence and individual attention to customers*) on the first administration, and 1, 4, 16 and 18 (*modern looking equipment, advertising materials, individual attention to customers and personal attention to customers*) on the second administration. Such information obviously provides rich and pertinent data of considerable value to service providers.

It is also important to note that several participants reported difficulty in completing the 100-point allocation task. The reporting of such difficulties echoes the concerns outlined by Smith (1993) that the inclusion of this requirement appears to introduce additional complexities to an already complex task.

3.6. Conclusion

This study is limited in terms of the service setting evaluated, and also in terms of the number of administrations of the instruments. Nevertheless, some of the key problems with SERVQUAL have been replicated, with specific reference to the psychometric difficulties arising from the use of difference scores, the failure to identify the dimensional structure, and the lack of test-retest reliability over time. In conjunction with the evidence provided by research previously conducted, this study provides additional weight to the concerns regarding the usefulness and effectiveness of the SERVQUAL instrument in accurately measuring customer service quality.

The initial findings for the ASQ instrument indicated that it had reasonably good test-retest reliability and high internal consistency, and was free from many of the psychometric problems associated with the use of difference (“gap”) scores that SERVQUAL is particularly vulnerable to. However, ASQ requires further refinement, testing and analysis to improve its effectiveness and validity. The rating scales and the inclusion of a DK and NO option appeared to be effective in eliciting a wide range of responses from consumers, and the importance ratings for each individual item allowed for key and peripheral components of service quality in specific service settings to be identified. Moreover, the inclusion of explicit DK and NO categories was supported as not only were these options selected by respondents on both administrations, but comments provided by participants in this study also confirmed their usefulness. The rationale for the inclusion of the DK and NO options was to overcome well documented problems associated with forced-choice scales such as SERVQUAL, and to avoid misinterpretation of the mid-point of the scale, by providing a clearly labelled “neutral” option together with DK and NO options (in accordance with Smith, 1995, and others). Evidence of problems with the SERVQUAL scale in providing sufficient response options for respondents was demonstrated by non-responses for up to 22% of respondents on both the E and P batteries (frequent non-responses on the P battery had been reported previously by Babakus & Mangold, 1992). It therefore seems apparent that ASQ also goes some way to addressing problems highlighted by research on the cognitive psychology of survey response outlined previously.

It is clear that there is sufficient evidence to strengthen Brady et al.’s (2002) recommendation for the development and adoption of a new approach to the measurement of service quality, as a number of serious conceptual, methodological and interpretative problems with SERVQUAL have now been demonstrated. In addition, there is now a growing body of empirical evidence which casts doubt on the claim that service quality can simply be reduced to five dimensions. Moreover, this evidence demonstrates that this current conceptualisation does not encapsulate some of the core elements of service quality. Further research is required to determine whether the other aspects proposed by Sureshchandar et al. (2001) and Brady et al. (2002) are generic

concepts in all service settings. The impact of emotional as well as cognitive factors also requires more development and consideration (see Chui, 2002; Edwards, 1990). In addition, further investigation is required in relation to the impact of research on the cognitive psychology of survey responding on the assessment of service quality. Although this study does demonstrate some the important contributions that such research has to make.

However, attention will now focus on a unique service setting, paid membership organisations, and the assessment of service quality within it. The Likert scales used in this study and other aspects of service quality, as proposed by Sureshchandar et al. (2001) and Brady et al. (2002), will also be considered and developed further, to devise a new measurement tool for use in this specific setting.

CHAPTER FOUR: Service Quality in Membership Organisations: Relationship Marketing and Retention of Members

As outlined in Chapter 2, the rapid development of the service industries and the inevitable rise in the competition between rival companies has resulted in an increasing need for these companies to identify “gaps” in the market, and more importantly, improve service provision and retain customers. The link between the provision of high quality customer service and the retention of customers is an important one, and consequently has been the focus of much academic research. From the perspective of the service industries themselves, the importance of the retention of customers is principally based on the financial benefits alone. Research by Rosenberg and Czepiel (1984) has shown that acquiring new customers is, on average, six times more expensive than retaining old ones. This is further corroborated by Reichheld (1996), who found that even a 5% reduction in the defection of customers can, in some circumstances, double profits.

4.1. Relationship Marketing

Naturally, therefore, methods of encouraging the retention of customers have become increasingly important. In recent years, the concept of “relationship marketing” – that is marketing based on establishing a “relationship”, a commitment or bond with a consumer (Berry, 1983) – has gained in its prominence in marketing and consumer research.

“Relationship marketing has become embedded in industry practice and is viewed as a key aspect of competitive strategy” (Gruen, 2005, p. 10). According to Gruen, with increased focus on customer retention and customer service provision (from multiple contact points), these two “driving forces” are key to customer relationship marketing. This concept (otherwise known as the “customer asset management” approach) can be applied to a wide variety of customer relationships. Its basic premise is that the development of any kind of bond or commitment between the consumer and the service provider increases the likelihood of the retention of that customer (the stronger the bond or commitment, the greater the likelihood). Morgan and Hunt

(1994) defined relationship marketing as “all marketing activities directed towards establishing, developing and maintaining successful relational exchanges” (p. 22).

This “relationship marketing” has particular relevance to organisations with membership programmes, which have witnessed a noticeable proliferation in recent years (Bhattacharya, 1998). As the renewal of membership is less costly than the acquisition of new members (see Benjamin, 1993; Pritchard, 1991), methods of ensuring or facilitating the retention of members are fundamental to the management of membership organisations (Gruen et al., 2000).

Consequently, “relationship marketing” with particular regard to membership relationships (Lovelock, 1983) is now receiving increased research attention (see for example, Bhattacharya, 1998; Bhattacharya, Rao & Glynn, 1995; Elsbach & Bhattacharya, 2001; Garbarino & Johnson, 1999; Gruen, 1997; Gruen et al., 2000; Skarlicki et al., 2000). However, despite the wealth of consumer research, very little has focused specifically on membership organisations and members’ motivations for initiating, retaining or lapsing their membership of professional and voluntary organisations (Pearce, 1993; Skarlicki et al., 2000). Nevertheless, the work that has been conducted has identified some key factors in relation to the retention of members (and potentially, the recruitment of others). “Marketing is a critical function for associations. Their success in attracting and keeping members, eliciting member involvement and support, and influencing multiple constituencies depends on the effective use of marketing” (Ferguson & Brown, 1991, p. 138).

Unlike the more traditional kind of consumers, individuals who choose to join a particular membership organisation are making more than just a simple product choice; they are making a statement that they wish to establish and build a formal relationship with the service provider (the organisation) and its existing members. In this context, membership is defined as “a formalized relationship in which the member has made a formal application (which may or may not involve a subscription fee), the member is recognised by the organization as a member... and the organization maintains a specific memory of the member (such as in a file... or on a

membership list)” (Gruen, 2000, p. 357). This membership relationship can vary considerably in its type and formality (Gruen & Ferguson, 1994) but it is a very clear and visible commitment between the member and the organisation. “Whereas most other relationship types have evolving and ambiguous starting, stopping and renewal points, in a membership relationship there is a defining moment of becoming a member, a defining moment of membership renewal and a defining moment of defection” (Gruen, 2000, p. 364).

4.2. Types of Membership Organisation

As outlined by Bhattacharya (1998), membership organisations can be either *free of charge* or *paid* (for which the payment of subscription fees is typically required on joining). *Paid membership* itself consists of two types: *access* (membership of the organisation is required in order to gain access to its services) and *full-choice* (the service is available from the organisation regardless of whether the individual is a member or not). Further distinctions can also be made in relation to whether the organisation is for *profit* or *non-profit*, and whether it is *member-centric* (the organisation is formed and governed by its members) or *organisation-centric* (individuals can simply join the organisation but are not expected to become involved in its governance — see Gruen, 2000; Gruen & Ferguson, 1994). However, in some circumstances, this distinction may become blurred; as *member-centric* organisations develop and expand they may become perceived by their members as *organisation-centric* (“I pay my dues and I get services in exchange”; Gruen, 2000, p. 358). This is part of the natural pattern of development of a *member-centric* organisation as it evolves over time and becomes more organised and formalised, and it begins to appear more *organisation-centric*. In addition, visible member sub-groups may be formed to deal with the demands of specific interests. And in turn, these groups become a new type of membership customer for the organisation. Nevertheless, as Gruen (2000) outlined, regardless of the organisation type, all organisations must develop, consolidate and promote a portfolio of products and services (“benefits”) to encourage individuals to both join and remain in membership. Such benefits can be *direct* and *tangible* (such as a magazine

or journal) or *indirect* and *intangible* (such as lobbying government and other influential parties).

4.3. Distinguishing Features of Membership Organisations

Membership organisations are similar in some ways to traditional service providers. Members, like customers, are *assets* to the service provider (the organisation). The retention of the asset is therefore essential to the organisation for its continued survival (on both a financial and service-provision basis). The *performance of core services* is critical, particularly in relation to perceptions of “value for money”, as perceptions of the overall service quality are strongly influenced by the quality of this core service (Schneider & Bowen, 1995). With respect to the retention of members (considered to be a type of “repeat-buying” behaviour), good performance is linked to loyalty and satisfaction with the services provided. The development of different types of bond is also important (be they economic, social or structural – Berry & Parasuraman, 1991). The member (the customer) is a fundamental part of the membership relationship, as the individual participates in both the organisation and its delivery of service. Through the nature of this ongoing “relational exchange”, *mutual value* is created (Gruen, 1995; Vargo & Lusch, 2004). Satisfaction, trust and commitment are psychological constructs which have all been shown to be key motivational factors which impact upon the individual - organisation relationship and the exchanges that occur within this relationship (Gundlach et al., 1995; Morgan & Hunt, 1994).

Aside from these similarities, membership organisations also have several distinct characteristics:

- A specific contractual period of membership (with an associated renewal date)
- Opportunities to participate in the organisation (voting in ballots, serving on its Committees or Boards, attending the AGM or its conferences, etc.)

- The role of social identification (the description of an individual as a “member” influences that members’ social and self identification – see Bergami & Bagozzi, 2000; Dutton et al., 1994)
- Provisions for interdependence among members (opportunities for members to network with other members, to participate in special interest groups, etc.)
- The linkage of the membership to the core service provision (benefits of membership). This relates to the importance of ensuring that the process of joining the organisation and the treatment that the member receives once membership is obtained is well managed. If it is not, this may well have a fundamentally negative impact on the perceptions of the benefits of being a member, regardless of the actual quality of the benefits received.

(Adapted from Gruen, 2000).

All of these factors have been found to influence, to a greater or a less extent, the decision to pay (and more specifically, to continue to pay) membership fees (Bhattacharya, 1998).

Friedman and Mason (2003) found evidence that whilst, over recent years, professional membership organisations have been rapidly expanding the array of services that they offer to their members, this has been occurring in an un-strategic and *ad hoc* manner: “In some cases, this has led to a bewildering array of offerings leaving members only dimly aware of what is available to them” (p. 3). Similarly, Yorke (2001) argued that “Since the marketing of many public non-profit services involves communicating to a wide, diverse market, the message cannot always be designed to effectively influence all people ... As a result the message is often weak, cannot describe the service adequately and cannot emphasise the personal benefits ... in sufficient detail” (p. 19). Consequently, the balance of services available may no longer be perceived by their members (as well as other interested parties) as consistent with the “uniquely *professional image*” of the organisation.

Watkins et al. (1996) argued that the relationship between members and their professional organisation has changed from quite a simple one in the past where a subscription fee was paid and in return initial qualifications, a newsletter or journal, a local branch network, and some kind of regulatory framework may be provided. Members engaged in branch activity and this generated volunteers to oversee the governance and routine running of the organisation. However, many organisations now offer services for a fee, rather than as an integrated component of "membership". Moreover, Friedman et al. (2002) found evidence of a marked decline in branch activity and that the recruitment of volunteers for governance is becoming increasingly difficult. It is often the case that paid professional staff are now required. Such a change in the membership relationship is highly likely to have had a marked impact on member expectations and perceptions of the organisations' delivery of service, in return for what may have become a quite sizeable subscription fee.

4.4. Focus of Research

Following on from research conducted by Bhattacharya (1998), Gruen (1997) Gruen et al. (2000) and Friedman and Mason (2003), this review will focus on paid membership in non-profit, professional organisations. This context, which although similar to traditional service settings in some ways, as outlined above, is quite unique in terms of the factors that may or may not impact upon the customers' (members') behaviour and retention of the services (benefits of membership) of the service provider (the organisation).

4.4.1. Members as Assets

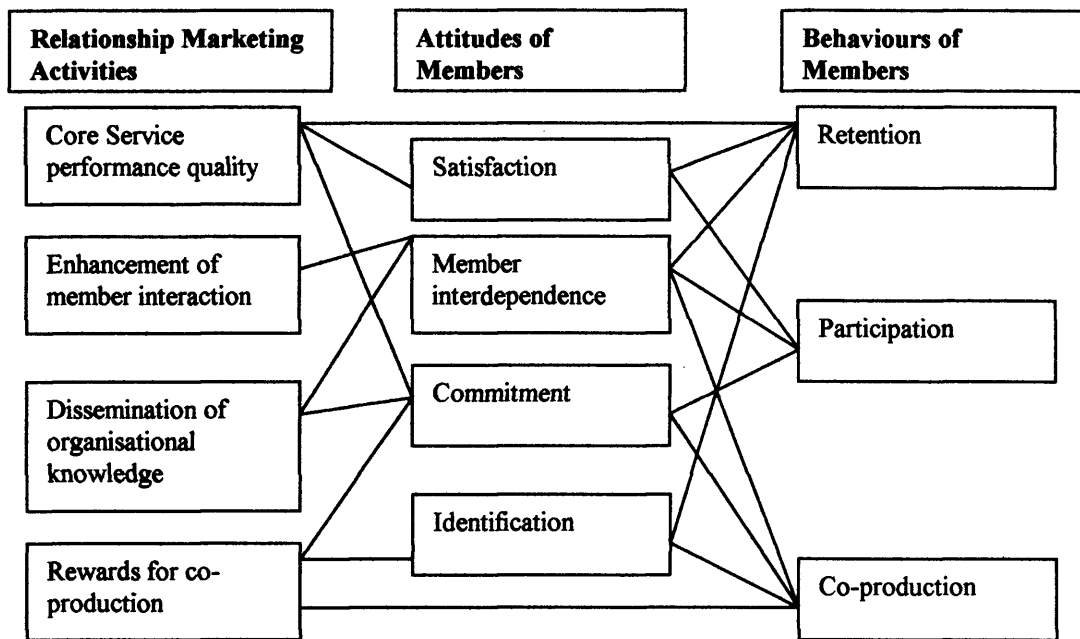
Although rarely explicitly recognised in official records (such as an annual report), the members are the key assets of any professional membership organisation (Gruen, 2000; Skarlicki et al., 2000). If such an organisation did not have any members, it would cease to exist. The main purpose for its existence is to serve and represent a particular interest group, and the greater the percentage of that group that are members, the greater the status and profile of the organisation as contributors to government/parliamentary policy and debate, as well as within the public

arena. According to Bhattacharya (1998), the motivations for joining a professional membership organisation are likely to be quite different from those of a traditional consumer in selecting the service provider from whom to purchase a product or service. Such membership programmes allow for different levels (or grades) of membership and different sub-groups (special interest groups). The majority of services are intangible with few direct and visible benefits of membership. Most services do not require the physical presence of the member at the organisation, and therefore, the members have very little contact with the organisation's staff. As a result, the services provided to members are predominantly standardised, with very little opportunity for customisation to each individual members' needs. However, such standardisation can create problems for the organisation, as the servicing of non-routine requests may fall beyond the scope of established procedures and protocols, "Yet an association's reputation often depends upon how non-routine requests are handled" (Ferguson & Brown, 1991, p. 142). These characteristics combine to create quite a unique service setting. "Overall... paid access memberships in non-profit settings ... are marked by a greater sense of affiliation and greater reciprocity between the member and the organization, compared to settings studied in the traditional services literature" (Bhattacharya, 1998, p. 33).

4.4.2. Enhancing the Value of Membership: Key Factors

If, in accordance with Gruen (2000), members are to be perceived as the critical asset of a membership organisation, a fundamental component of the management function of the organisation must be the enhancement and maintenance of that asset. Consequently, the management must take into account a complex interplay between three main factors: the members' *behaviour*, their *attitudes*; and the *activities of the organisation*.

Gruen (1997, 2000) and Gruen et al. (2000) developed a conceptual model which brings together these key factors and the relationships between them.



(Adapted from Gruen, 2000)

Gruen (2000) outlined three key *behaviours* of members that demonstrate the value of the members to the organisation: *retention* (the longer the better); *participation* or *loyalty* (the more the better); and *co-production* (also, the more the better). With respect to *retention*, the size of the membership determines the extent to which the organisation can claim to be “representative” of what it intends to represent. The nature of relationships formed between members and their organisation creates a structural bond, and a natural opportunity exists for that bond to be broken when the annual renewal of subscriptions is due. Both Bhattacharya (1998) and Gruen (1997) found strong evidence that the length of time that membership has been held is positively correlated with decisions to renew membership. *Participation* or *loyalty* is of particular significance to membership organisations, as members that are actively involved in the organisation itself may be less likely to leave membership. Moreover, events in which members are actively encouraged to participate (such as an annual conference) are profit making opportunities, as well as providing a prime opportunity for members to network and develop “a sense of belonging” to the organisation (Garbarino & Johnson, 1999). Sheth and Partvatiyar (1995) emphasised the importance of *co-production* behaviours of members (the level of active involvement of the members in the development and production of the organisation’s key

benefits and services), both to the organisation, and to other members. Within membership organisations, the opportunities for *co-production* can be varied and numerous; from participation in leadership, to voting, to joining in organisational research activities.

The *attitudes* (beliefs, feelings and intentions) of members are important with respect to the continued value of the asset to the organisation. In particular, members' *satisfaction*, *commitment*, *member interdependence* and *identification* have all been shown to be key factors (Gruen, 2000). *Satisfaction* can play a significant role in the early years of membership and relates principally to the adequacy of the main benefits received. However, levels of satisfaction can vary considerably over time and can often change as a result of a recent service encounter (feelings of "what have you done for me lately?"). Moreover, evidence suggests that the longer the duration of membership, the more other factors are likely to mediate the effects of immediate satisfaction.

Commitment relates to "the level of bonding or psychological attachment (of the member) with the organization" (Gruen, 2000, p. 369). Allen and Meyer (1990), Gruen (1997) and Gruen et al. (2000) distinguished between three types of commitment: *affective* (based on the members' overall positive feelings about the organisation); *continuance* (related to the perceived costs of leaving membership); and *normative* (based on the members' sense of obligation to the organisation). Gruen (1997) found evidence to suggest that with respect to professional association membership, both *affective* and *normative* commitment have positive influences on *participation* or *loyalty* and *co-production* behaviours.

Identification refers to the relationship between the organisation and the individual member, and the extent to which a member identifies him/herself as a member of the organisation. This can be highly influenced by organisational images and the members' perceptions of the outside view of the organisation (Ahearne et al., in press; Bergami & Bagozzi, 2000; Dutton et al., 1994; Wan-Higgins et al., 1998). "By identifying with an organization an individual defines her or

himself in terms of the organization” (Gruen, 2000, p. 371; see also Mael & Ashforth, 1992). Such identification can result in higher levels of financial and membership relationship support (Bhattacharya et al., 1995; Wan-Higgins et al., 1998).

Finally, *member interdependence* concerns the value of the liaisons, networks, and contacts between members (“mutual value creation” – Gruen, 1995; and also see Vargo & Lusch, 2004). Evidence suggests that, provided value is gained from membership by whatever means (informal “know-how trading” – Von Hippel, 1988), members may be less likely to leave membership of the organisation.

Membership organisations need to ensure that their relationship marketing activities (the *activities of the organisation*) will exert a positive influence on members’ behaviours and attitudes. Gruen (2000) and Gruen et al. (2000) proposed four such relationship activities, which if designed and performed effectively, should strengthen and enhance the value of the membership.

- *The performance of core services* concerns the organisations ability to deliver its basic and central services. Such performance is likely to exert a strong influence on members’ *satisfaction* levels as well as *member interdependence* and *commitment*. In a membership relationship, there needs to be an exchange of “value for value” (Houston & Grassenheimer, 1987). At the point of joining, this exchange is unequal as usually the new member has paid a fee up-front on the “promise of services in the future” (Ferguson & Brown, 1991, p. 143). Managers can, however, become blind-sighted by procedures, processes and contexts and forget the importance of the core service itself (Schneider & Bowen, 1995), and that being seen to provide a good service is as important as it is to actually be providing a good service (Friedman & Mason, 2003).
- *Rewards for contributions* relates to the *co-producing* behaviours of members. Such behaviours can benefit the individual member, the organisation, or both. However, the

likelihood of the member continuing to engage in such behaviour may be influenced by the rewards for doing so.

- *Member interaction enhancement* concerns the importance of providing opportunities for members to engage with one another, and this should not be under-estimated. The provision of an annual meeting, an effective and useful website, and membership directories etc. can all present such opportunities. “In particular, the sharing of intellectual resources has been greatly facilitated ... by the internet. ... An individual can exchange knowledge, processes, concerns, complaints, stories or recommendations that enhance their own competency” (Gruen, 2005, p. 8). The more an individual interacts with other members, the more likely it is that they will define themselves as part of the organisation (stronger sense of “identification”). “Encouraging and eliciting members’ participation is also essential to members’ perceptions of the value of association membership. Unlike tangible goods, a membership cannot be touched, handled, or tasted; it must be experienced” (Ferguson & Brown, 1991, p. 142).
- *Dissemination of organisational knowledge*: getting to know the organisations aims and objectives, culture, history, politics and personnel, are an integral part of gaining a sense of one’s “membership” and what it means to be a member. This “member socialisation” is crucial within membership organisations to ensure that full engagement as a member is possible (Chao et al., 1994). The possession of organisational knowledge strengthens the bond between the member and the organisation, and is therefore, likely to lead to a higher level of commitment (Gruen, 2000).

There are clearly links between the relationship activities of an organisation and the attitudes and behaviours of members. Moreover, the ways in which these factors interact in relation to the strength of the membership relationship, the commitment and sense of identity with the organisation, and the trust and satisfaction felt, are important with respect to the participation of the member in the organisation, as well as the continuance of their membership. “The main

obstacle to an association reaching its objectives is not lack of members but poor member involvement and retention” (Ferguson & Brown, 1991, p. 139).

4.4.3. Lapsing Behaviour: The Failure to Renew

Bhattacharya (1998) developed a conceptual framework of how membership characteristics relate to members decisions to leave membership of an organisation. There are three major components to this framework: *joining characteristics*; *affiliation characteristics*; and *helping behaviours*.

4.4.3.1. Joining Characteristics

The first aspect of this component concerns whether membership was chosen by the individual or was received as a gift. Kleine et al. (1995) stated that the chances of gifted membership being renewed are remote, unless it is seen as significant by the recipient. Whereas, self-selected members have chosen to join the organisation and are therefore less likely to let their membership lapse. The second factor relates to whether the individual shares the same professional interests as the organisation. Research on organisational identification has shown that the stronger the affiliation between the members’ and the organisations’ interests, the stronger the members’ loyalty to the organisation (Bhattacharya et al., 1995; Dutton et al., 1994; Mael & Ashforth, 1992).

4.4.3.2. Affiliation Characteristics

The *level of membership* held by an individual may relate to a number of different factors, including the cost of the subscription fee. However, it is consistent with social identity research that the higher and more complex the level of membership held, the more likely it is that this membership may be linked to the individuals’ sense of identity and therefore the less likely they may be to decide not to renew their membership (Dutton et al., 1994). Moreover, in membership organisations in which different *grades* can be held, members may choose to upgrade or downgrade at the point of renewal. Some re-grading may reflect changes in personal

or financial circumstances, but could also reflect changes in the level of satisfaction with the organisation. In addition, as outlined previously, research has shown that the *duration* or *length of time* that membership has been held has a strong positive correlation to the likelihood of renewing membership (Bhattacharya, 1998; Gruen, 1997). Bhattacharya et al. (1995) demonstrated that members' identification with the central organisation is positively related to membership duration. Similarly, evidence had also been found that the *promptness* with which membership is renewed may indicate how important retaining membership is to the individual, and also, how satisfied they are with the organisation.

In membership organisations, *membership of a special interest group* (SIG) typically requires initial membership of the whole organisation. Campbell and Wilson (1996) proposed that the choice of whether to also belong to a SIG is an indication of the members' attitude towards the membership benefits and of their perceptions of the organisation as a whole. It may well be that it is their *sense of affiliation* to the SIG that determines their decision to retain their membership rather than their commitment to the organisation as a whole.

4.4.3.3. Helping Behaviours

Some members may engage in volunteer activities to help the organisation, as they feel that it is not currently serving its members' interests, and they wish to facilitate and encourage its development; others may participate as they feel that it is part of their duty as a member to do so (see O'Reilly & Chatman, 1986). For whatever reason, it is likely that such active participation may increase the members' sense of affiliation and identification with the organisation, and consequently, it may lessen the likelihood of them choosing to leave membership (unless an event occurs which causes them to question their belonging to such an organisation). "In most associations, the bulk of the participation and commitment comes from a small percentage of the membership. The vast majority of individuals represent an untapped and under-committed resource" (Ferguson & Brown, 1991, p. 139).

4.5. Case Studies

4.5.1. Art Museum

Bhattacharya (1998) undertook an evaluation of the lapsing behaviours of members of an art museum, with a membership base of 18,000, and a variety of grades of membership (from “basic individual” to “patron”). Based on the conceptual framework outlined previously, Bhattacharya hypothesised that the risk of membership lapse should be influenced by whether membership was gifted, whether there is a professional association between the member and the organisation (i.e., the member is an artist), membership category, participation in SIGs, volunteering, gift frequency (i.e., the number of financial donations made), upgrading or downgrading membership, length of membership, and inter-renewal time. The findings demonstrated that members who received their membership as a gift were more likely to lapse, as were members who downgraded their membership. Belonging to SIGs central to the organisation decreased lapsing behaviour, whereas membership of those peripheral to the organisation increased the chances of lapsing behaviour. Membership length had a significant negative effect on the lapsing rate (with lapsing decreasing as time increased), and finally, members who gave a greater number of monetary gifts were less likely to allow their membership to lapse. “The longer a member belongs to an organization, the more dues income will be produced, and the more opportunity the member has to participate in revenue-producing programs” (Pritchard, 1991, p. 36).

4.5.2. Canadian Psychological Association

Skarlicki et al. (2000) developed a framework for the assessment of why members of the Canadian Psychological Association (a non-profit membership organisation with a total of approximately 4,100 members) chose to join, remain in or leave membership, on the basis of *organisational justice theory* (Greenberg, 1990), *social identity theory* (Tajfel, 1982), and *social cognitive theory* (Bandura, 1997). Data from their study of the CPA membership

identified five core factors and confirmatory evidence for the framework as a basis for determining recruitment and retention of members. The five factors identified were:

- **Outcomes:** this refers to perceptions of the costs and benefits gained from CPA membership (and is consistent with *social cognitive theory*, Bandura, 1997). This is similar to *continuance commitment* (see Allen & Meyer, 1990; Gruen, 2000), and relates to the need for individuals to identify a link between being a member of the CPA and the benefits received as a result (opportunities for networking, access to journals etc.).
- **Advocacy:** this refers to the organisation's ability to speak on behalf of the member; to represent their interests and needs (supports both *social cognitive theory* and *organisational justice theory*, Greenberg, 1990).
- **Organisational Justice:** refers to the perceptions of fairness in the treatment of all members, including undertaking thorough consultation to ensure representation of all relevant views, and an absence of favouritism of an individual or group over another.
- **Convention:** this refers to the annual meeting of the CPA and is linked to the need to ensure opportunities for *member interaction enhancement* are available and accessible (see Gruen, 1997 and Gruen et al., 2000).
- **Professional recognition:** this refers to the "extent to which membership in CPA enhances one's identity as a psychologist" (Skarlicki et al., 2000, p. 72). Specifically, this factor relates to the extent of the individual members' identification with the organisation (for example, Bergami & Bagozzi, 2000; Dutton et al., 1994).

Discriminant function analyses were conducted to ascertain whether it is possible to identify which of the above factors underlie decisions to join, remain in or leave membership of the CPA. The results of these analyses clearly showed that different factors relate to retaining members and recruiting members. *Organisational justice* has a greater impact on retaining or losing members, whereas *outcomes* and the *convention* exert a stronger influence in the initial recruitment members (and in identifying those who do not wish to join the CPA). The quality

of CPA journals, networking opportunities and access to professional indemnity insurance are also key factors relating to the recruitment of members.

4.5.3. UK Professional Associations

Friedman and Mason (2003) undertook an evaluative study of the services provided by professional associations in the UK. The study focused on 340 websites of professional organisations that were members of the Professional Associations Research Network (PARN); as well as six semi-structured interviews with key personnel from six organisations, three focus groups, and an on-line survey. The authors concluded that professional organisations can be distinguished from other kinds of membership organisations as they are chiefly based on the principle of maintaining and raising standards of professional practice, both of their members and non-members, to promote the public good.

Their research identified that the majority of professional organisations in the UK are focusing on services that provide benefits of a material kind to members. However, in relation to members' perceptions of "value for money" for the services provided, the following factors were found to be of particular relevance:

4.5.3.1. Qualifications: where an organisation offered some sort of professional qualification (and particularly where the qualification was Chartered and the only one in its field) both the qualification itself, and what it stood for, appeared to be valued. It was clear that this value was derived from the perception that such qualifications (or Chartering) represented a "gold standard" that was recognised by employers, clients and general public. However, this perceived value did not necessarily also indicate a strong emotional attachment to the organisation.

4.5.3.2. Image of the organisation: this appeared to be an important factor for Chartered professional organisations and includes the way that it promoted itself, what it did, what it

represented to the outside world and the way it set standards in behaviour (ethical codes, regulatory procedures, etc.) or in knowledge (e.g., through research or CPD). Some active members were frustrated by their perception that their organisation may not have a strong positive image – despite its worthy activities. This importance of the construed external image of the organisation is supported by research conducted by Dutton et al. (1994), Ahearne et al. (in press) and Bhattacharya and Sen (2003).

4.5.3.3. Representation: representation vis-à-vis government appeared to be valued at both early and late stages of career for members of Chartered organisations, for the benefit it brought to the profession, clients and the higher profile it brought to individual members (both a “private” and “public” benefit).

4.5.3.4. Continuing Professional Development (CPD): this was seen as more important to those members early on in their careers rather than later on. Responses suggested that this value was derived from the perception that CPD is important in terms of the monitoring and maintenance of standards.

4.5.3.5. Networking: branch activity was found to be valued more highly regardless of stage of career or sector. Members were keen to participate in branches, and are motivated at practical level by the value placed on networking; and at a more abstract level by their emotional attachment or sense of belonging to the organisation.

4.5.3.6. Magazine: where dissatisfaction was expressed with the production of a magazine, this was linked to dissatisfaction with other services that were not as visible. Relevance was also seen as an important issue and particularly the degree to which specific interests could be catered for within a publication that was intended for all members with a diversity of experience and interests.

Friedman and Mason (2003) argued that for some organisations where members are required legally to be members in order to practice, it may matter less whether members value the services provided. However, such value *could* become important if dissatisfaction levels increased to the extent that services are not utilised by members, or alternatively when the recruitment of new members is negatively affected by the comments of current members. Conversely, if membership is voluntary, the membership retention rate may well be indicative of how well the needs of members are met.

Interestingly, Friedman and Mason (2003) found that more involved members appear to be influenced by higher values, rather than just the quality and range of services they are offered. They are more likely to be actively engaged with the organisation, and also wish to encourage others to do the same. However, the continuation of this level of commitment and motivation is dependent on the contributions being publicly recognised by the organisation (see also Gruen, 1997 – *rewards for contributions* – see Section 4.4.2).

The structure of the organisation was found to be an important influence on the effectiveness of communication; as well as the methods of communication available. However, it was evident that the Annual Report may not be the best method of communication with the entire membership (although it is often the most popular method). Short and relevant communications were felt to be the most effective means of disseminating information to the membership. “It is as important to be seen to be providing a good service as it is to provide a good service” (Friedman & Mason, 2003, p. 199). Members should be regularly reminded of what is available to them and how to obtain them (see also Gruen, 1997 – *dissemination of organisational knowledge* – Section 4.4.2).

Friedman and Mason (2003) concluded that there is a wide range of variation in the services offered by professional organisations. The key factor that organisations should consider is whether offering services beyond those relevant to the profession are likely to increase or

decrease members perceptions of the value of their membership; “More does not necessarily mean better, particularly if what has been added can also be seen to be done better by others, or if what is provided is not delivered in an appropriate manner” (p. 223). Evaluating what members perceive as the critical services that should be provided in return for their subscription fee is therefore the fundamental activity that such membership organisations should be undertaking (see also Gruen, 1997 – *performance of core services* – Section 4.4.2).

4.5.4. National Association of Life Underwriters

Gruen (1997) and Gruen et al. (2000) undertook very detailed studies of the National Association of Life Underwriters in the USA (a total membership of 100,000 life insurance agents). The studies evaluated how the relationship marketing activities outlined previously can affect each of the desired relationship behaviours of members (*retention, participation and co-production*). Both studies demonstrated that *retention* and *participation* were significantly influenced by the *performance of core services*. This influence on *retention* was not consistent with previous studies on relationship marketing (such as Garbarino & Johnson, 1999; Morgan & Hunt, 1994) which have suggested that this effect would be mediated by *commitment*. This finding in relation to the impact of *the performance of core services* on *retention* might therefore demonstrate that members are becoming increasingly focused on immediate service delivery. This is corroborated by Bolton (1998), who argued that customers subjectively assess the costs and benefits of maintaining service relationships and as such, core service performance is a major component of this value assessment (see also Friedman & Mason, 2003 – outlined above).

As mentioned above, no evidence was found for a link between *commitment* and *retention*, which may be due to the NALU being the only relevant organisation for the profession, and therefore there is no alternative choice of professional membership organisation. Where there are no (or very limited) alternatives, commitment may have almost no impact on decisions to remain in or leave membership (Hirschman, 1970). As a result, efforts made by the

organisation to enhance members' obligatory, continuance or emotional attachment to the organisation may not necessarily result in an increased retention of membership. "Managers who are concerned with retention must be wary of relying on a heavily committed membership" (Gruen et al., 2000, p. 47).

A link was found between *member interdependence* and *co-production* behaviours and *normative commitment*. This suggests that increasing member motivation and ensuring opportunities for interaction, such as an effective website, regular meetings etc., are essential. Moreover, both *affective* and *normative commitment* had a significant influence on *co-production* behaviours. Gruen et al. (2000) argued that membership organisations obtaining a higher overall level of *normative commitment* should continue to enjoy increased levels of *co-production*, as *normative commitment* levels tend to be more consistent and stable over time (Allen & Meyer, 1990).

Results showed that *affective* and *continuance commitment* also had important influences on members' participation. However, a significant relationship was found between the effective *dissemination of organisational knowledge* and *affective commitment* (demonstrating the importance of not just communicating with members but also making efforts to get the individual emotionally and intellectually "closer to the organisation" – see also Friedman & Mason, 2003, outlined previously).

4.6. Other Pivotal Factors

4.6.1. Impact of the Strength of the Relational Bond on Trust and Commitment

Garbarino and Johnson (1999) investigated the impact of relationship marketing in a non-profit professional theatre company. On the basis that very little research had been conducted to determine how assessments of service quality or satisfaction might differ according to the "strength" of the relationship between customers and the service provider, Garbarino and

Johnson argued that the strength of the relationship (strong or weak) influences both of these assessments and the structure of the relational bond. Specifically, strong relational bonds are associated with higher levels of *trust* and *commitment*, and moreover, this *trust* and *commitment* is a pivotal factor in the customers' attitudes and perceptions. For those with weak relational bonds, *trust* and *commitment* are less central considerations. According to Garbarino and Johnson, the relational bonds between the customer and the service provider impact upon their assessment of service quality and satisfaction overall, as well as future intentions, and their attitudes towards the service provider, the core service and other related factors.

From their study, evidence was found that for theatre-goers with weak relational bonds, immediate satisfaction (based on the actor's performance) was a main factor in determining both their satisfaction and their future intentions towards the theatre. For those with strong relational bonds, "actor satisfaction" had a significant effect on *trust* and "preference for actors" was strongly related to *commitment*. Attitudes towards the physical facilities of the theatre were also related to *satisfaction* but not *trust* and *commitment*. Importantly, the attitudes of theatre staff impacted upon the future intentions of customers with weak relational bonds but not those of customers with strong relational bonds. "Satisfaction, trust and commitment play different roles in the prediction of the future intentions for low and high relational customers" (Garbarino & Johnson, 1999, p. 81). "Unlike low relational customers, whose future intentions are driven by overall satisfaction, high relational consistent subscribers are driven by trust and commitment. For high relational customers, overall satisfaction has no significant influence on future intentions" (p. 82). Consequently, Garbarino and Johnson argued that customers who have low levels of *trust* and *commitment* will be more influenced by *satisfaction* when considering future loyalty.

4.6.2. Role of Organisational Images

Moreover, the strength of the relational bond can be influenced by the members' images of the organisation and their beliefs of how the organisation is perceived by external others (and how

this relates to their cognitive connection and behaviours). Dutton and Dukerich (1991), Dutton et al. (1994) and more recently Dukerich et al. (2002), developed a model to explain how such images can determine the extent to which an individual identifies with an organisation. Whilst the researchers developed a model relating to employees identification with their work place, it is also highly applicable to paid membership organisations. According to the model, “The first image, what the member believes is distinctive, central and enduring about the organization, is defined as *perceived organizational identity*. The second image, what a member believes outsiders think about the organization, is called *construed organizational image*” (Dutton et al., 1994, p. 239). A member is considered as having *organizational identification* when their self-concept incorporates the same sorts of attributes as the organisation itself. This differs from the *collective organizational identity* which concerns the members’ shared beliefs about what is distinctive, central and enduring about their organisation (Albert & Whetten, 1985). The individuals’ sense of organisational identity may not be congruent with the collective organisational identity, as the images held by each member will be unique and individual.

Dutton et al. (1994) argued that having strong organisational identification can either have positive or negative outcomes. The outcomes may be positive in the sense that the member may be more willing to engage in behaviours supportive of the organisation (c.f. *co-production* behaviours – Gruen, 1997, and research by Friedman & Mason, 2003, mentioned previously). Or, the outcomes may be negative in the sense that if strong organisational identification is accompanied by a negative construed external image (regarded unfavourably by non-members) this may lead to a lack of willingness to engage with or in the organisation (Kahn, 1990), and eventual lapses in membership may result (Hirschman, 1970) [*organizational disidentification* – Elsbach & Bhattacharya, 2001]. Despite the distinctions made between individual organisational identification and collective organisational identity, it is likely that strong links do exist between them, particularly when beliefs are held that the “organization has a distinctive culture, strategy structure or some other configuration of distinctive characteristics” (Dutton et al., 1994, p. 246), then the sense of organisational identity is also likely to be strong. In

addition, Dutton et al. argued that as the duration of membership increases, the more important this membership becomes for self-categorisation, as opposed to other group memberships (Kramer, 1991). This is confirmed by the research conducted by Gruen (1997), Bhattacharya (1998), Gruen et al. (2000), and Friedman and Mason (2003). Increasing involvement with the organisation strengthens the organisational identification, which encourages further contact and engagement (similar to *co-production* and *member interdependence* behaviours outlined by Gruen, 1997 and Gruen et al., 2000). Dutton et al. stated that this kind of behaviour can be regarded as *organizational citizenship behaviour* in which the members' behaviour becomes more concerned with activities that would benefit the organisation as a whole. "As members become more psychologically attached to an organization, their relationship to the organization changes, resulting in systematically different behavioural displays of psychological involvement" (p. 255). Efforts on behalf of the organisation are perceived as also beneficial to the individual member (Shamir et al., 1993). According to Dutton et al., these cognitive, emotional and social bonds are fundamentally linked to the individual members' image of what the organisation means to them, and what they perceive it means to the outside world (non-members). This link is also corroborated by Wan-Higgins et al. (1998) who found that employee's perceptions of the organisations' external image influenced their level of identification with the organisation, and in turn, this level of identification was positively related to employee retention rates.

A more recent study by Dukerich et al. (2002) further confirmed the importance of the role of perceived identity and construed external image on organisational identification and co-operative behaviour. The researchers demonstrated that the level of attractiveness of the perceived organisational identity and the construed external image strongly influenced the individuals' strength of identification, which significantly affected the extent of co-operative and organisation citizenship behaviours.

Moreover, Dukerich et al. (2002) suggested that the model of organisational identification must include reference to two different types of behaviour. First, co-operative behaviour in which a third party is involved (e.g. clients), and second, organisation citizenship behaviours, such as serving on committees and task forces, that do not involve third parties (termed “personal co-operative behaviours”). The researchers concluded that enabling members to accurately perceive and comprehend the positive, but perhaps less salient qualities of the organisation, is beneficial to the organisation.

Ahearne et al. (in press) presented a conceptual framework (based upon the framework devised by Bhattacharya & Sen, 2003, on consumer-company or C-C identification) that proposed a set of conditions under which C-C identification is likely to occur, even when customers are not members. According to the model, identification is most likely to occur if the organisation is perceived as attractive, is held in high esteem by relevant (external) others, and the boundary spanning agents (e.g., sales people) are positively perceived. Moreover, consistent with the research reviewed throughout this chapter, such identification was found to significantly influence in-role (personal use of services) and extra-role (tasks that benefits the organisation as a whole) behaviours.

4.7. Summary

The impact of relationship marketing on membership organisations could be far reaching. This unique marketing context presents a quite different set of considerations to the typical consumer setting. It is characterised by more salient relational bonds (Gruen, 2000) between the member and the organisation (“membership relationship” – Lovelock, 1983). The decision to join the organisation will have been driven by a different set of motivations to the more traditional service encounter, and relate to a sense of affiliation and identification with the organisation (Bhattacharya, 1998), which in turn, influence the members’ self-identification (Bergami & Bagozzi, 2000; Dukerich et al., 2002; Dutton & Dukerich, 1991; Dutton et al., 1994; Gruen, 2000). The strength of this relational bond influences both assessments of the core service

provided by the organisation and the structure of the relational bond itself (including *trust* and *commitment* – Garbarino & Johnson, 1999). The decision to remain in membership is influenced by a number of interlinked factors (joining characteristics, affiliation characteristics and helping behaviours), which, in turn, may be mediated by, or have mediatory effects on, the other elements outlined above.

To build upon these models and the research reviewed, the differential impacts of the key concepts identified (relationship marketing activities, organisational identification, attitudes and behaviours of members, the strength of the relational bond, and the roles of satisfaction and commitment) will be examined further in the context of a paid-access, non-profit member-centric professional membership organisation, using components of the customer service evaluation questionnaire (ASQ) outlined in the previous chapter. This questionnaire will be refined and adapted to assess the other main factors that can influence assessments in this particular context, in line with the influential work of Gruen and others.

CHAPTER FIVE: A Case in Point

This chapter considers the key characteristics of a large professional paid-membership organisation. The main features of the organisation are compared to the models proposed by Gruen (2000), Gruen et al. (2000), and Bhattacharya (1998), and commonalities with other UK professional organisations as identified in recent research by Friedman and Mason (2003) are discussed. At the end of this review, the development of a questionnaire is proposed, to evaluate the key characteristics of the organisation, its members and the relationships between these factors.

5.1. Background

The organisation is a UK professional body and learned society for psychologists, under Royal Charter since 1987. It currently has approximately 33,000 voting members (and 8,000 other subscribers). It was established in 1901 and recently celebrated its centenary. It is a registered charity and is therefore a non-profit organisation, and its key services (the main benefits of membership) can be enjoyed only by its members, although some of its services can also be accessed by the general public and external agencies (such as careers and training information; and its Register of Chartered members, etc.). It is a *member-centric* organisation as it was formed and is governed by its members. It has a quite complex internal structure, supported by over 100 staff. It is governed by its Board of Trustees and its Representative Council (upon which members serve as representatives of various special interest groups). Financial and policy decisions are dealt with by the Board of Trustees, on advice from its five main Boards (relating to research, professional practice, publications and communications, pre-university and undergraduate education, and membership and professional training) and the Representative Council. All Board and Council members are members of the organisation (with the exception of a small number of representatives from other cognate representative organisations).

In line with the natural pattern of development of a member-centric organisation, it has evolved over time to become more organised and formalised – so it now appears to be more *organisation-centric* (see Gruen, 2000). In order to cope with the demands of an increasingly diverse membership, 23 special interest groups have been formed (ranging from scientific sections, a special group, and numerous practitioner divisions).

The benefits of membership are both tangible and direct (the organisation produces a free monthly magazine, *The Psychologist* and a job vacancies directory, the *Appointments Memorandum*) and intangible and indirect (it lobbies Government and other relevant bodies, such as funding agencies, on behalf of the discipline). Full details of the main benefits of membership are listed in Table 5.1. The majority of services provided by the organisation do not require the physical presence of the member at the organisations headquarters, and therefore, the members' physical contact with organisation staff is relatively low. As a result, the services provided to members are predominantly standardised with very little opportunity for customisation to individual members' needs (see Friedman & Mason, 2003).

In accordance with Bhattacharya (1998), members may be characterised by a different set of motivations and affiliation characteristics than traditional service customers. The decision to become a member of this organisation is not just a decision to receive certain services from it, but is a decision to form a “membership relationship” with the organisation.

Table 5.1 Main Tangible/Direct Benefits of Membership:

House magazine (<i>The Psychologist</i>)
Appointments Memorandum
Reduced journal subscription fees
Reduced conference registration fees
Professional Indemnity Insurance
Credit card scheme
Registered title (Chartered Psychologist)
Access to periodicals collection
Office based in London
Careers information/support
Ethical information/support
CPD activities
Branch activities

Table 5.2 Main Intangible/Indirect Benefits of Membership

Lobbying Government/Parliament
Lobbying Research Councils and other funding agencies
Representation on external bodies
Liaison with relevant external organisations
Liaison with Universities

5.2. Organisation Characteristics

In accordance with Gruen (2000), as a membership organisation, it has several unique characteristics:

- A specified contractual period of membership (with an annual renewal date)
- Opportunities for members to participate in the organisation
- A strong source of social identification (“I am a member of the UK professional body and learned society”, “I am a Chartered Psychologist”)
- Opportunities for member interdependence (networking through conferences, SIGs etc.)
- The delivery of core services (including *The Psychologist*, the *Appointments Memorandum*, journals and conferences)

Members are the key asset of the organisation, and therefore the enhancement and maintenance of this asset should be of fundamental importance to it. As outlined previously, Gruen (2000) stated that such attempts must take into account three key factors: the members’ behaviour, the members’ attitudes, and the organisation’s activities.

5.2.1. The Members’ Behaviour

5.2.1.1. Retention

The organisation has eight different grades of membership according to the level of training and practice undertaken (from Affiliate membership, to Graduate membership, Chartered Status, Fellow and Honorary Fellow). According to membership statistics, the main drop-off

periods, when the rates of leaving membership is highest, appear to be at the transfer from Student subscriber to Graduate member, and for Graduate members reaching three years post-graduation. Both of these stages are accompanied by marked increases in the membership subscription fee, and this may well be a key factor influencing lapsing behaviour for this organisation.

5.2.1.2. Participation and Loyalty

The organisation provides a number of annual events that members may choose to participate in, from the annual conference to numerous special interest group (SIG) conferences and the Annual General Meeting (AGM). However, the effectiveness of these opportunities will depend on their appeal to the membership and, in particular, their appeal in contrast to the specialist SIG events and conferences. The breadth of the organisation's SIGs is a source of strength for the organisation as it enables it to appeal to all areas of the discipline and profession. However, it is also simultaneously one of its weaknesses, as there is a risk of the some sectors of the membership becoming increasingly identified with their SIG rather than the organisation as a whole. The unity of the membership organisation may therefore become threatened, and members who do not belong to any SIG may become increasingly isolated and disillusioned. The perceptions of and level of satisfaction with, the organisation as a whole should therefore be considered a critical issue (see Friedman & Mason, 2003).

5.2.1.3. Co-production

As outlined previously, the organisation provides numerous opportunities for members to engage with it – from participation in leadership (being members of the Representative Council, the Board of Trustees or one of the main Boards), to voting and putting forward proposals for further advancement and development. However, how many out of the 33,000 voting members are actively participating in the organisation? Is it likely that there is a greater level of participation within individual SIGs than with the organisation as a whole? This may be an important consideration, and will therefore be returned to in Section 5.2.2.3.

5.2.2. The Members' Attitudes

5.2.2.1. Satisfaction

Recent research (Bhattacharya, 1998; Gruen et al., 2000) has shown that *satisfaction* is more likely to influence a member's decision to renew membership in the first few years than in later years. However, the studies conducted did not take into account the impact of organisational change, and in recent years, the organisation has undergone a substantial amount of internal restructuring. The impact that this may have had on members so far has not been assessed. In the event that such change is perceived as contrary to the distinctive culture or strategy structure, it may result in the member re-evaluating their expectations of the organisation, particularly if they are dissatisfied with the changes implemented (Bhattacharya & Sen, 2003; Dutton et al., 1994).

5.2.2.2. Commitment

Whilst *commitment* has been found to be a key factor influencing *participation* or loyalty, and *co-production behaviours* in professional membership organisations, no evidence has been found that *commitment* is related to the retention of members (Gruen, 1997; Gruen et al., 2000). As the professional body is the only organisation of its kind for psychologists in the UK, it may be that (similar to the NALU in the USA, see Gruen, 1997; Gruen et al., 2000; and other UK professional organisations as identified by Friedman & Mason, 2003) that *commitment* is not related to retention as a result of the lack of alternative choices of membership organisations for professionals in this area.

5.2.2.3. Identification

Identification is more likely to impact upon the behaviour of members. As outlined above, it is likely that members of the organisation's SIGs have a greater sense of loyalty to and participation in their SIG than in the organisation as a whole. It is more likely that they engage in the SIG events, conferences and ballots and, as a result, the SIG provides them with their strongest sense of identity and commitment ("a sense of belonging" – Garbarino & Johnson,

1999; see also Dutton et al., 1994). Such diversity of groups presents an even more complex management situation, as the organisation must focus on not only the individual members' needs, but also the needs of the SIGs (see also Friedman & Mason, 2003).

5.2.2.4. Member Interdependence

The value of the liaisons and exchanges between members is an important consideration in relation to the organisation. "Often a large portion of the value of belonging to a membership organisation comes through the relationships that members establish with other members" (Gruen, 2000, p. 371). However, member interdependence relies on the organisation providing opportunities (*member interaction enhancement*) for its members to interact with each other (see Section 5.2.3.1. below for an expansion of this).

5.2.3. Organisational Activities

5.2.3.1 Member Interaction Enhancement

Many of the organisation's main events are geared towards encouraging networking and contacts between members. Its website contains a discussion forum and its monthly magazine, *The Psychologist*, provides a visible means by which to communicate with all members

5.2.3.2. Performance of Core Services

Research by Gruen (1997), Gruen et al. (2000) and Friedman and Mason (2003) has demonstrated that the *performance of core services* has a significant influence on the level of members' satisfaction, as well as member interdependence and commitment. A member's commitment to and involvement in any of the organisation's SIGs may, however, be an important mediating factor. If a greater sense of identification is gained from SIG membership and the SIG felt that its members' needs were not being fulfilled by the organisation, such a situation could result in the loss of a whole sub-section of members, as opposed to just one or two individual members. Whilst evidence suggests that members who gain value from their membership by whatever means are less likely to leave membership (Gruen, 2000), the level of

satisfaction with the core services offered by the organisation as a whole needs to be evaluated.

5.2.3.3. Rewards for Contributions

Members of the organisation receive reimbursement for travel and subsistence expenses but do not receive any direct payments or *rewards for (their) contributions*. The organisation has found that it is becoming increasingly difficult to fill vacancies on its Boards and Committees. This may be evidence of an increase in the external commitments of members, or general disillusionment with the organisation or unwillingness to contribute for little or no reward. This is consistent with the review of professional organisations in the UK conducted by Friedman and Mason (2003), which concluded that in order for the commitment and dedication of members to be maintained, recognition and support from the organisation is critical.

5.2.3.4. Dissemination of Organisational Knowledge

As outlined above, *member interdependence* has been shown to be an important factor in securing the retention of members. This can also be facilitated by active attempts by the organisation to enhance the opportunities for members to interact (*member interaction enhancement*). The more individual members interact with other members, the more likely they are to feel part of the organisation. A problem for the organisation may be that whilst SIG membership may be very strong, the interaction of members in an organisation-wide context is not (and this is somewhat evident from the low percentage of members attending the annual conference and the AGM, etc.) Moreover, this relates to the *dissemination of organisational knowledge*. One of the main methods of communicating the organisation's aims is through its Annual Report. But how effective is this? How many members read the Annual Report? How far do members' expectations of the organisation match its remit? As outlined previously, the need for *member socialisation* (Chao et al., 1994) is critical to ensure that the member feels like a member and has a full appreciation of the organisation and its aims/objectives (Gruen et al., 2000).

5.3. Links to Lapsing Behaviour

The organisation must also be aware of how its activities influence membership characteristics, and in turn, how these characteristics relate to members' decisions to resign from membership. Bhattacharya's (1998) conceptual framework outlines three major components of membership characteristics: *joining characteristics*, *affiliation characteristics*, and *helping behaviours*.

5.3.1. Joining Characteristics

The first aspect of this component concerns whether membership was chosen by the individual or received as a gift. In relation to the membership organisation, most "gifted" memberships are linked to senior level awards (recognition for outstanding contributions to research, teaching or practice), or election to Honorary membership or Fellowship, which again, principally concerns senior individuals. Those members to whom such "gifted membership" applies are therefore most likely to have already been long-standing members of the organisation. Consequently, contrary to Bhattacharya (1998), such gifted memberships are unlikely to directly increase or decrease the likelihood of lapsing behaviour.

The second factor relates to whether the individual shares the same professional interests as the organisation. Given the nature of the organisation and its members, the affiliation is likely to be strong but will be influenced by the level of membership held and the area of interest of the individual (i.e., whether membership has a professional purpose – needed for employment, CPD and so on). Research into organisational identification has shown that the stronger the affiliation between the member and the organisations' interests, the stronger the members' loyalty to the organisation (Dutton et al., 1994; Mael & Ashforth, 1992).

5.3.2. Affiliation Characteristics

5.3.2.1. Membership Level: the level of membership held by a member may relate to a number of different factors, including the cost of the subscription fee. However, it is consistent with social identity research that the higher and more complex the level of membership held

(i.e., if a member is Chartered, a Fellow and a full member of several SIGS), the more likely this membership is to be linked to the individual's sense of individual identity and the less likely they will be to decide not to renew their membership (see Dutton et al., 1994).

5.3.2.2. Change in Membership Level: changes in relation to the level of organisation membership typically mirror either career progression (Student, to Graduate, to Chartered and so on) or a change in personal or financial circumstances. The potential impact of satisfaction/dissatisfaction with benefits received on down-grading or up-grading membership would therefore be quite difficult to isolate from these other factors.

5.3.2.3. Interest Group Participation: the organisation has many SIGs that members can potentially belong to. As membership of a SIG cannot be obtained without membership of the main organisation, it may well be their sense of affiliation to the SIG that determines their decision to retain membership, rather than their commitment to the organisation as a whole.

5.3.2.4. Length of Membership: as mentioned previously, research in this area has shown that the duration/length of time membership has been held, has a strong positive correlation with the likelihood of renewing membership (Bhattacharya, 1998; Gruen, 1997). However, there is a marked lapsing period for Student subscribers becoming Graduate members and for Graduate members post three years of graduation. These time periods coincide with a significant change in the subscription fee. The increased cost of membership is therefore likely to be an influential factor in this respect.

5.3.3. Helping Behaviours

Some members may volunteer to help the organisation as they feel that it is not currently serving their interests, and they wish to facilitate and encourage its development in order to do so; others participate as they believe that it is part of their duty as a member (see O'Reilly & Chatman, 1986). For whatever reason, it is likely that such active participation will increase the members' sense of affiliation and identification with the organisation, and consequently,

they will be less likely to leave membership (unless an event occurs which causes them to question their belonging to such an organisation). This is supported by research conducted by Gruen (1997) with respect to *co-production behaviour* and is corroborated by more recent research by Dukerich et al. (2002), Friedman and Mason (2003) and Ahearne et al. (in press).

5.4. Questionnaire Design and Summary

It is proposed to develop a questionnaire specifically designed to evaluate the impact of and relationships between the following factors:

- Impact of level (grade) of membership
- Impact of the length of membership
- Impact of joining/remaining in membership characteristics
- Level of satisfaction with the organisation and the performance of core services
- Level of commitment to and identification with the organisation
- Level of participation and co-production behaviours
- Level of member interdependence
- The dissemination of organisational knowledge

The factors outlined above are those that have been identified by the major studies on membership organisations conducted so far (e.g., Bhattacharya, 1998; Friedman & Mason, 2003; Gruen, 1997; Gruen et al., 2000). This research has also raised some further research questions that will be examined further.

5.4.1 Bhattacharya (1998) suggested that as it is usually the case the membership of a SIG cannot be taken up without belonging to the central organisation, an interesting research question concerns how the pattern of identification with the organisation may evolve over time; does the SIG supersede the central organisation as the primary source of self-identification for the individual member? This is a key question for this organisation – given its diverse range of SIGs – some of which are very large and powerful groups. Are members of such SIGs more identifiable as members of the SIG

than the central organisation? Would they report being members of the SIG above and beyond the organisation? How does this relate to professional identity?

5.4.2 A further related issue concerns the number of memberships of other organisations held by members; and whether this has any impact on initial recruitment to membership and future lapsing behaviour. Given the diversity of the discipline represented by the membership organisation – this could be a key factor. Whilst, for psychologists it is the only professional body in the UK under Royal Charter, there are a considerable number of other national and international scientific societies covering the specialist fields of research and practice of which membership can be held.

5.4.3 Gruen et al. (2000) emphasised that a greater understanding of the role of identification and its interaction with social identity is required, in relation to members of professional membership organisations and in particular, in those where the collective membership identity is strong. This links to the model devised by Dutton et al. (1994), and expanded by Dukerich et al. (2002), of organisational identification and the influence this identification has on individual members' self-concepts and self-identity. As outlined above, it is likely that members of some sub-sections have a very strong sense of affiliation and identity with specific SIGs. What impact this may have on the collective organisational identity has not yet been explored.

5.4.4 Finally, Dutton et al. (1994) called for future research to examine the association between perceived organisational identity and members' expectation regarding the organisations actions to develop an understanding of how members may respond when their expectations are either surpassed or are not met. "When members perceive major inconsistencies between expected and actual organizational actions, a different set of responses is likely" (p. 259). The organisation has undergone substantial internal restructuring (with respect to both office based personnel and Board/Committee organisation) over the three years preceding this research. It has also fundamentally

altered the way in which it supports SIGs. The impact this may have had on its members and the SIGs could lead individual members and sub-groups of members to question their perceptions of the organisation's identity.

These issues and the factors outlined above will be empirically examined to determine the effectiveness of the organisation's current relationship marketing techniques and to identify key fundamental areas influencing the perceptions and expectations of existing members.

CHAPTER SIX: Questionnaire Development, Piloting and Refinement

Following on from Chapter 5, the development of a new instrument for the evaluation of the organisation is outlined, including the development of new scales for assessing specific characteristics (such as the extent of participation in the organisation, for example). Three pilot studies were conducted to ensure thorough evaluation and refinement of the questionnaire, and these are also detailed and discussed.

6.1. Scale Development

In order to identify meaningful items for the questionnaire, to accurately conceptualise the key characteristics of the organisation and its members, and to identify influential factors in the membership relationship, an extensive list of potential items was developed from a series of informal interviews and brief questionnaires with current members. Subject Matter Experts (SMEs), who were also current members of the organisation, were also consulted, as detailed below.

The informal semi-structured telephone interviews were conducted for approximately one hour each with nine randomly selected members of the organisation, covering a broad range of membership categories (from Graduate members to Chartered members, including those not belonging to a SIG, those belonging to one SIG, and those belonging to multiple SIGs). The focus of the interview related to reasons for joining the organisation, expectations held at the point of joining, whether those expectations had been met, current perceptions and expectations of the organisation, and feelings of satisfaction/dissatisfaction. The interviews were recorded and detailed notes were taken, from which key themes were identified (see Appendix 6.1).

Items identified from this stage of research fell primarily into the following themes:

- The impact of membership on professional status
- Expectations on joining the organisation
- Satisfaction with membership

- Extent of participation in the organisation
- Dissemination of organisational knowledge
- Commitment to the organisation
- Current service provision of the organisation
- Potential additional services
- External perceptions of the organisation
- Reasons for potential lapsing behaviour

A brief two-question survey was then conducted at an Annual Conference of the organisation (see Appendix 6.2). Members were asked to indicate what they felt were the main benefits of membership and what additional services, if any, they felt that the organisation ought to provide or undertake for its members. A response rate of 24% was achieved with 54 Members completing the survey (225 were distributed). The results showed that the most visible benefits of membership were the organisation's monthly magazine, *The Psychologist* (50% of responses) and reduced conference fees (33%). The *Appointments Memorandum*, networking opportunities, and belonging to a professional body were also highlighted as main benefits, together with reduced rate journals, Registration as a Chartered Psychologist, information on the discipline, and representation of the discipline. Suggestions of additional services illustrated that members desired services that were more related to the discipline and the needs of its practitioners and academics, as opposed to more "material" benefits. The suggestions made are listed in Table 6.1.

Table 6.1 Suggested Additional Benefits

Promotion of the Discipline	Increase awareness in places of power and influence
	Establish strong links with other national cognate organisations
	Develop a strong and coherent voice for the discipline
Students	Free membership for the 1 st year of membership after graduation
	Conference bursaries
	Increased reduction on conference fees
Academic/Professional needs	Strong London-based conference
	More teaching and learning support
	More research services
	More sponsorship for research
	Membership category for pre-degree teachers
	Free on-line access to BIDS for non-HEI employed staff
	Information on HE policy implications

Financial	Health insurance
	Shopping discounts
Organisational matters	More staff to reduce reliance on volunteers
	Pro-active and persistent leadership
	More inter-subsystem links
	More local activities
	Consult more with Members
Expansion of Existing benefits	Options to pick and choose between benefits – to meet individuals needs
	Telephone support on professional and ethical issues
	Better guidance on careers enquiries
	Less bureaucratic joining process

The results obtained from this questionnaire are consistent with those elicited for members of the Canadian Psychological Association (CPA) by Skarlicki et al. (2000) and from other UK professional organisations by Friedman and Mason (2003), as outlined previously in Chapter 4).

As the final stage of this exploratory work, 120 Subject Matter Experts were randomly selected from the membership database and were requested by e-mail to generate items in the following categories:

- Factors that were critical in influencing their choice to join and remain in the organisation
- What they perceived as being most beneficial about being a member
- Any comments they had in relation to the organisation and its activities
- Any comments they had in relation to their membership of the organisation.

Chairs of each of the organisation's 23 SIGs (Sections, Divisions and Special Groups) were also e-mailed with a request to indicate:

- What they perceived as the most frequently asked questions regarding their area of professional practice
- Whether there was a demand for the organisation to give greater support on professional and ethical matters
- Whether there was a need for the organisation to support and encourage improved links between SIGs
- Any other comments.

In all, 22 responses were received, including nine from Chairs of the SIGs. See Appendix 6.3 for a summary of the responses.

Overall, the responses from these three stages of exploratory research yielded 226 items, which reduced to 106 items once duplicates and ambiguous terms had been removed. These items were then compared to those identified in recent studies by Skarlicki et al. (2000) and those generated by Gruen (1997) and Gruen et al. (2000), with specific reference to:

- Organisational identification
- Member socialisation
- The delivery of core services
- The dissemination of organisational knowledge
- The roles of satisfaction and commitment, participation, co-production behaviours, and member interdependence.

In order to measure *affective*, *continuance* and *normative commitment*, the scales tested and used by Gruen (1997) and Gruen et al. (2000), based upon those originally devised by Allen and Meyer (1990), were adapted and reworded to ensure greater relevance to the organisation. In addition, some of the *participation* items developed by Gruen (1997) were selected to measure the extent of members' participation in the organisation. Questions relating to the external reputation of the organisation were also adapted from Skarlicki et al. (2000). In addition, the customer service quality evaluation scales utilised in more traditional service settings (see Brady et al., 2002) were slightly re-worded to increase their relevance to paid membership contexts. It was decided to utilise the shorter service quality evaluation scale (10 items), rather than the entire *Assessing Service Quality* instrument (20 items) (see Appendix 3.2), in order to minimise the length of the instrument. Given the complexity and range of issues to be covered, it was apparent, even at the early stages of development, that the questionnaire was unlikely to consist of less than 100 items. It was also decided that as the key focus of the assessment related to the relationship marketing characteristics of the organisation

(and not its customer service provision *per se*), the two-stage Likert question would be used to determine the importance of the relationship marketing characteristics only.

These scales were combined with items generated by the SMEs to form an instrument comprising 13 sections and 113 items. The sections covered the following areas:

- Section A: Personal details (age, sex, occupation, grade of membership, duration of membership etc.)
- Section B.1: Main reasons for joining
- Section B.2: Expectations/perceptions of the organisation's application process including obtaining guidance and support, information, etc.
- Section C: Expectations/perceptions of regular contact with the organisation such as telephoning with an enquiry, ordering a publication, making a complaint.
- Section D.1 and D.2: Membership of SIGs (subsystems), and expectations/perceptions of the application process and regular contact with SIGs (as distinct from that of the organisation as a whole)
- Section E.1: Main reasons for retaining membership
- Section E.2 and E.3: Evaluative perception/expectation statements about the benefits of membership, value for money and the organisation overall.
- Section F: Evaluative statements about the quality of the customer service received
- Section G: Opinion statements relating to commitment and participation (including communication and dissemination and co-production behaviours, as well as general perceptions of the organisation) and the importance of each of those items to the respondent
- Section H: Details of membership of other similar organisations and the perceived benefits of that membership in comparison to the focus organisation
- Section I: Any other comments

[See Appendix 6.4 for the full pilot scale.]

In accordance with the outcomes of the research detailed in Chapter 3, the summary disconfirmation Likert scale used in the ASQ instrument was incorporated for Sections B.2, C, D.2, E.3 and F of the questionnaire. The statements in Section G were followed by a two-stage Likert-format question (similar that utilised in ASQ for customer service quality evaluation – see Appendix 3.2) to measure both the direction and strength of the respondents' opinions (from *strongly disagree* to *strongly agree*) and the importance of those statements (from *very unimportant* to *very important*). All of the scales comprised seven fully labelled points (1-7); including explicit neutral, don't know (DK)/cannot remember and no opinion (NO) options. The reliability of these scales was evaluated (using Cronbach's alpha) as part of the pilot exercises to ensure that the scales elicited consistent responses and measured what they were designed to measure (i.e., the respondent's opinions regarding key characteristics and aspects of the organisation and their relationship with it).

A number of questions in Section E.2 and Section G were negatively worded to overcome any response bias by discouraging respondent acquiescence or "yea"/"nay" saying. The responses to these specific questions were reverse scored prior to the analysis of the results. The negatively worded items are indicated on each version of the survey in Appendix 6.4.

Key considerations from cognitive psychology research, such as the length of instrument, unfamiliar terminology, complex questions, vagueness or ambiguity, presuppositions, overly lengthy questions, impact of preceding and subsequent questions, format of the instrument overall and of the individual questions, were also taken into account, on the basis of the research outlined in Chapter 1. Particular attention was paid to the length of the instrument, as due to the number of scale items generated, it was felt possible that this may deter a significant number of respondents from completing such a lengthy questionnaire. Thorough piloting of the instrument was conducted to highlight any specific problems relating to the specific instructions given, the question wording, order and formatting etc.

6.2. Pilot Study 1

The pilot questionnaire was sent to 300 members randomly selected from the membership database (representing approximately 1% of the organisation's voting membership). Members were sent a letter outlining the rationale for the research and requesting their participation in the piloting of the instrument. They were asked to complete the questionnaire and detail any problems encountered (such as unclear instructions, confusing questions, difficulties in completing sections etc.). A comment sheet was provided to facilitate this task (see Appendix 6.5). As an incentive for participating, all respondents were entered into a draw to receive £100.

By the deadline date, 88 completed pilot questionnaires and comment sheets were returned (a response rate of 29.7%). Analysis of the responses to the questionnaire and a review of the additional comments provided, indicated that some re-formatting and re-ordering of the instrument was required, in conjunction with a few changes in the wording of some questions and specific instructions. In particular, Section G (which contained 54 statements concerning members' commitment, participation and perceptions of the organisation) appeared to cause respondents the most difficulty, due to its length. This problem had been anticipated during the preliminary design of the instrument, and it was particularly useful to receive detailed and constructive comments on how this section could be effectively improved. It was also valuable to receive feedback confirming that the content of the statements reflected the majority of key concerns regarding membership of the organisation, its value, and the extent of members' participation and commitment to the organisation. As the section had been built utilising established *commitment* and *participation* scales, combined with statements constructed from the informal and semi-structured interviews and consultation with the Subject Matter Experts, it was very valuable to test the effectiveness of the section in measuring these key characteristics.

6.2.1. Revisions

On the basis of the specific comments received from respondents, the original instrument was revised to incorporate some of the suggested amendments.

A number of design and layout changes were made to the original instrument, to improve ease of comprehension and responding to specific questions (such as providing “male” and “female” followed by tick boxes for Question 2, the sex of the respondent).

Section D.1 (subsystem/SIG membership) was expanded to include a question relating to the reasons for joining a subsystem/SIG, and an addition statement was added to Section E.2 (subscription fees) concerning paying increased fees for better and more services.

As outlined above, Section G was substantially re-structured to make its appearance shorter (by dividing it into a number of linked sub-sections) and also repeating the rating scale at the top of each page. Some statements were also slightly re-worded to clarifying meaning. For example; Question 103 had previously read “The organisation is seen as a ‘gravy train’ for those members that do get involved”. However, as some respondents indicated that they were not clear what “a gravy train” was, the statement was re-worded to read “The organisation is seen as providing significant advantages in return for very little effort for those members who do get involved”.

In addition, the instructions regarding the importance ratings (required for each item) were made clearer to ensure that respondents understood that the “importance” related to how important the issue referred to in the statement was to them, with respect to their membership of the organisation. As outlined previously, this kind of two-stage Likert scale is used to measure not only the direction and strength of the respondents’ opinions (*agree* or *disagree*) but also the significance of the statements to them (*important* or *not important*). The rationale for this measurement was to ascertain which components of *commitment, participation etc.*, would be critical for the organisation to focus on improving. For example, if members indicated that the organisation lacks national presence and that this is important to them – this finding would suggest that the organisation should focus its efforts on improving its national presence. If, however, members indicated that this was not important to them – then efforts

could be focused elsewhere. Such dual-measurements permit more accurate evaluations of customers' perceptions and relationships with the organisation, and are fundamental to prioritising key areas for future improvement.

6.2.2. Rating Scales

A number of respondents commented on the inclusion of both neutral midpoints, "don't know"/"cannot remember" (DK) and "no opinion" (NO) options on the various rating scales throughout the questionnaire. The inclusion of three hedging response categories, namely neutral midpoints, "don't know" and "no opinion", was based on evidence from research on the psychology of survey responding and the impact of the inclusion or exclusion of such response options, as outlined in Chapter 1 (see Andrews, 1984; Beatty et al., 1998; Oppenheim, 1992). Specifically, it is important to ensure that respondents are able to locate a response option that matches with their intended response (Foddy, 1993). For example, in Sections B.2 and D.2, a "don't know/cannot remember" and a "no opinion" response option are provided, as a "don't know/cannot remember" response is quite different from a "no opinion" response in relation to these sections. However, the inclusion of these options was tested further in the subsequent pilot exercise, and respondents were specifically asked to comment on the usefulness of the inclusion of all three.

6.2.3. Scale Reliability and Refinement

To assess the internal reliability of the various scales in the questionnaire, Cronbach's alphas were calculated for Section E.2 (subscription fees), the Customer Service Quality Evaluation scale (Section F) adapted from Brady et al. (2002), and for each of the sub-sections of Section G. As the DK/NO responses have nominal and not interval scale properties, these responses were treated as "user missing" and excluded for all of the following scale reliability analyses. Table 6.2 and 6.3 list the alpha coefficients and inter-item correlations for each of the sub-sections of Section G. In summary, the values calculated for the first pilot demonstrated high internal reliability for Section E.2 – subscription fees – (.86), the customer service quality evaluation scale in Section F (.97), and for Section G overall (.85) and Section G items relating

to reputation (.92), communication (.72), and general perceptions (.89). Lower alpha values were found for the affective, normative and continuance commitment scales (.74, .63 and .54 respectively), as well as for items relating to subsystem (SIG) membership (.49) and participation (.44). However, due to the substantial revisions made to the layout of these sections (as outlined above) it was decided to retain the list of statements (with the minor alteration to the wording of Question 103 and the additional statement for Section E.2, as mentioned previously), to ascertain what impact this restructuring may have on the responses elicited.

Table 6.2 Scale Reliabilities - Alpha Values Pilot A

Section E.2 Subscription Fees	.86
Section F SQ Scale	.97
Section G	.85
Section G – Affective Commitment Items	.74
Section G – Continuance Commitment Items	.56
Section G – Normative Commitment Items	.61
Section G – Participation Items	.44
Section G – Reputation Items	.92
Section G – Subsystem Membership Items	.45
Section G – Communication Items	.72
Section G – General Perceptions Items	.89

Table 6.3: Inter-item correlations - Pilot A:

Affective Commitment

	Q57	Q58	Q59	Q60
Q58	.47			
Q59	.56	.45		
Q60	.28	.17	.39	
Q61	.25	.32	.50	.27

Continuance Commitment

	Q62	Q63	Q64
Q63	.20		
Q64	.49	.17	
Q65	.22	.25	.49

Normative Commitment

	Q66	Q67	Q68	Q69
Q67	-.05			
Q68	-.13	.56		
Q69	-.04	.42	.38	
Q70	.28	.11	.09	.19

Participation

	Q76	Q77	Q79	Q80	Q81	Q82	Q83	Q84	Q94	Q96	Q100	Q101
Q77	-.20											
Q79	-.34	-.09										
Q80	-.41	-.1	.15									
Q81	.08	.42	-.13	.30								
Q82	.12	.34	.05	.24	.80							
Q83	-.79	.25	.32	.65	.08	.03						
Q84	-.54	.34	.40	.36	.18	.16	.67					
Q94	-.55	-.40	.22	.71	.00	-.20	.56	.26				
Q96	.09	-.12	-.48	.36	.30	.11	-.15	-.10	.16			
Q100	-.09	-.26	.26	.00	-.07	-.12	.16	.03	.02	-.26		
Q101	.26	-.43	-.03	-.02	-.34	-.08	-.12	-.39	-.04	.12	-.02	
Q104	-.31	.25	-.32	.31	.24	.31	.30	.36	-.02	.66	-.11	.07

Reputation

	Q71	72	73	74
Q72	.77			
Q73	.60	.71		
Q74	.63	.77	.58	
Q75	.67	.78	.72	.78

Subsystem Membership

	Q78	Q82	Q85	Q95
Q82	.48			
Q85	.50	.42		
Q95	-.07	.52	.16	
Q97	.22	.31	.16	.09
Q99	.06	-.09	-.32	.06

Communication

	Q86	Q87	Q88	Q89	Q90	Q91	Q92	Q98	Q102
Q87	.64								
Q88	.60	.60							
Q89	.40	.61	.81						
Q90	.54	.65	.75	.57					
Q91	.28	.20	.33	.16	.00				
Q92	-.18	-.10	-.03	-.07	.07	.12			
Q98	.68	.57	.39	.36	.31	.53	.10		
Q102	-.30	-.19	-.22	-.03	-.37	.21	-.35	.06	
Q103	.15	.23	-.19	-.06	-.23	.05	.03	.34	.10

General Perceptions

	Q105	Q106	Q107	Q108	Q109	Q110
Q106	.77					
Q107	.53	.85				
Q108	.63	.60	.59			
Q109	.16	.13	-.13	-.03		
Q110	.56	.82	.82	.71	.00	
Q111	.69	.83	.85	.85	-.09	.89

6.2.4. Length of the Questionnaire

The second pilot questionnaire comprised 17 sections and 121 questions, and was well spaced out over 11 pages. However, it required only approximately 25 minutes to complete. As it was intended to encourage the majority of respondents to complete an on-line version of the final questionnaire, the time taken to complete the survey was critical in terms of running the survey on-line (see IPSOS, 2003; NOP World, 2003). However, both Barnes (2001) and Stingray Research (2003) have shown that interest in the survey topic can overcome the negative effects of longer questionnaires. This is also confirmed by research conducted by ESOMAR (1996), which demonstrated a high response rate for a 12-page questionnaire that took 20-40 minutes to complete, due to the relevance of the topic to respondents (although a higher quality of response was also found for the on-line version of the survey).

Moreover, participants in each of the pilot exercises were specifically asked to comment on the length of the instrument and whether it had discouraged them from completing it, to identify potential levels of respondent fatigue.

6.3. Pilot Study 2

The revised pilot instrument (see Appendix 6.6) was sent to a further 300 members randomly selected from the membership database (again, representing approximately 1% of the organisation's voting membership). In addition, the Subject Matter Experts (SMEs) from an earlier stage of questionnaire development comprised part of this sample. It was felt that feedback from the SMEs would be particularly useful given their previous involvement in the research. Members were sent a letter outlining the rationale for the research and requesting their participation in the piloting of the instrument. They were asked to complete the questionnaire and detail any problems encountered (such as unclear instructions, confusing questions, difficulties in completing sections etc.). A comment sheet was once again provided to facilitate this task. Respondents were asked to specifically comment on the length of the instrument and whether this had deterred them, in any way, from completing the full questionnaire. Again, as an incentive for completing the pilot, respondents were entered into a £100 prize draw.

Altogether, 96 completed questionnaires and comment sheets were returned (a response rate of 32%). Analysis of the responses to the questionnaire and a review of the comments provided indicated that some additional re-formatting and re-ordering of the instrument was required, as well as a few changes in the wording of some questions and specific instructions. Of particular importance, Section G had continued to cause respondents the most difficulty, due to its length and the perceived complexity of the task, arising from the two-stage Likert questions.

6.3.1. Revisions

As a result of the comments received from respondents several further amendments were made to the pilot instrument.

First, a number of additional design and layout changes were made to the questionnaire. Specifically, respondents indicated that the shaded areas of the rating scales and for other response options were too dark and that the text was difficult to read as a result. The shaded areas were therefore either removed or lightened to overcome this difficulty. It was also clear from respondents' comments that some of the response boxes provided were too small, accordingly, the size of the boxes was increased.

Respondents complained that the requirement to select reasons for joining (Section B.1) and reasons for staying in membership (Section E.1), and to then rate the importance of these reasons was an unnecessary dual task. The question was therefore re-worded to request that respondents simply ranked any relevant reasons. Some respondents had also expressed confusion in relation to the ranking scale for these sections, with regards to a rank of 1 indicating "most important". The scale was therefore reversed so that a rank of 5 indicated "most important".

Sections B.2, C, D.2, E.1, E.2, E.3, and F were revised to make the appearance less complex and to give clearer instructions to respondents. Some had indicated that they were unsure what judgement was required for the response option "than expected". Instructions utilised in the Assessing Service Quality (ASQ) questionnaire evaluated in Chapter 3 were therefore incorporated at the beginning of each of these sections (see Appendix 3.2 and 6.7)

An additional response option was also incorporated to Section E.1, concerning "complying with and being protected by the Code of Conduct". Some respondents commented that they felt that due to the regulatory function of the organisation, it was important that this response option was included. In addition, Question 44 in Section E.2 was re-worded from "I have no sense of the value for money for my subscription fee" to "I have no sense of what I receive in return for my subscription fee" to clarify what was meant by this statement.

As outlined above, Section G was substantially re-structured in response to significant concerns expressed by a large number of respondents in relation to the dual-task component of this section and the additional complexity that this requirement introduced to the completion of the questionnaire. Many respondents also commented that they were unclear what they were being asked to do for the importance items (despite substantial revisions to the instructions as a result of earlier concerns expressed during the first pilot exercise). Consequently, the requirement to indicate the importance of each individual statement was omitted. The section was restructured to cluster statements into the following “themed” subsections:

- Attachment and belonging (Commitment)
- Reputation, standing and influence
- Subsystem (SIG) membership
- Participation
- Communication and dissemination of information
- Overall perceptions of the organisation

Each sub-section was followed by two questions: one requesting an indication of how important the overall “theme” of the sub-section was to them and the second required respondents to indicate, if the “theme” was important, whether there were any specific issues highlighted by the statements in that sub-section of particular significance to them. Whilst this fundamentally changed the format of the questionnaire, the provision of these two follow-on questions potentially avoided a loss of the important diagnostic information that was provided by the two-stage Likert scale, (although it will be measured in a different way). Unfortunately, it appeared that utilisation of the two-stage Likert scale for so many items (over 50) created such a tedious and lengthy task that it induced respondent fatigue and may have jeopardised the quality and accuracy of the data obtained. The effectiveness of the revised format was assessed in the final pilot exercise.

In addition, six statements were deleted from Section G, as a result of concerns from respondents that these items were repetitious. Nevertheless, it was clear from respondents’ comments that the content of the remaining statements in Section G and of the questionnaire in

general was not problematic and was perceived as highly relevant and pertinent to members' concerns.

6.3.2. Scale Reliability and Refinement

To assess the internal reliability of the various scales in the questionnaire, Cronbach's alphas were calculated for Section E.2 (subscription fees), the Customer Service Quality Evaluation scale (Section F) adapted from Brady et al. (2002), and for each of the sub-sections of Section G (as outlined in Section 6.2.3. DK/NO responses were excluded from this analysis).

Comparisons were made between the alpha values from the first and second pilot studies to determine whether the re-wording and re-structuring between these two exercises has significantly affected the stability of the scales. A final comparison was also made between the alpha values for the scales in the second pilot, and for the revised scales that would be utilised in the final pilot study.

From the responses to the second pilot study, the values obtained confirmed a slightly lower internal reliability for Section E.2 than in the first pilot (.78 compared to .86). The high internal reliability of the customer service quality evaluation scale in Section F (.97) was also confirmed. Alphas calculated for the five Section G subscales (*affective and continuance commitment, normative commitment and reputation, subsystem (SIG) membership, participation and communication, and general perceptions*), indicated that all sections had high internal reliability (.70 .77, .69, .70, and .77 respectively). Tables 6.4 and 6.5 provide full details of the alpha coefficients and inter-item correlations calculated for each of the Section G sub-sections.

A review of the structuring of all of the sub-sections, together with inter-item correlations, indicated that some re-structuring to make clearer links between the items and to avoid unnecessary repetition of questions, would be beneficial.

Alpha values were subsequently re-calculated and the analysis revealed for Section G.1 overall (*affective, normative and continuance commitment*), the internal reliability was .69, but for each individual *commitment* scale, reliability was equal to or above the accepted minimum level of .70 (Nunnally, 1978), with the notable exception of the *normative commitment* scale, at .80, .67 and .83 respectively. Question 69 was deleted, however, to avoid repetition of similar items in this section (yielding an alpha of .77 for the *continuance commitment* scale). For Section G.2 (*reputation, standing and influence*), Section G.3 (*subsystem (SIG) membership*), and Section G.6 (*overall perceptions*) high internal reliability was demonstrated (.86, .69, and .86). However for Section G.4 and G.5 (*participation and communication*), the low values obtained indicated that some additional items required deletion to increase the internal reliability of the scale. For Section G.4, it was also clear that separating this section further into two mini-sections was also required to distinguish between participation in “events” of the organisation and participation in “the business” (Committees/Boards etc.) of the organisation. The separation of the section and the deletion of Question 89 resulted in alpha values of .67 and .16. Examination of the frequency of DK/NO responses to this Section indicated that respondents may lack sufficient knowledge or awareness of some of the opportunities to participate in the organisation. As this information would be of considerable value to the organisation in relation to improving its strategies for increasing the participation of members, it was therefore decided to retain the section in its current form in the final pilot exercise, and to determine its inclusion/exclusion from the final instrument following further analysis. For Section G.5, Question 99 was deleted to overcome concerns expressed by respondents that some of items were repetitious. Moreover, whilst Question 110 was shown to lower the alpha value obtained, given the pertinent nature of the content of the item (with regard to members’ knowledge of the structure of, and engagement with, the organisation) it was decided to re-word the question to make it clearer – from “I do not know who the current Honorary Officers (President, Honorary General Secretary and Treasurer) are” to “I do not know who the current President, Honorary General Secretary and Treasurer are” – and to measure the impact of this item on the internal reliability of the scale following the analysis of responses obtained on the final pilot exercise. The alpha value calculated for the current scale including this item was .64 (with an increase to

.79 if Question 110 was deleted). Tables 6.4 and 6.5 provide full details of the scale reliabilities and inter-item correlations calculated.

Table 6.4 Scale Reliabilities

Alpha Values – Pilot B (Original Structure)

Section E.2 Subscription Fees	.77
Section F SQ Scale	.97
Section G.1	.70
Section G.2	.77
Section G.3	.69
Section G.4	.70
Section G.5	.77

Alpha Values – Pilot B (New Structure)

Section E.2 Subscription Fees	.77
Section F SQ Scale	.97
Section G.1	.69
Section G.1 – Affective Commitment items	.80
Section G.1 – Continuance Commitment items	.77
Section G.1 – Normative Commitment items	.57
Section G.2	.82
Section G.3	.69
Section G.4 (all items)	.11
Section G.4 – Events	.61
Section G.4 – Business	.16
Section G.5	.64
Section G.6	.87

Table 6.5 Inter-item Correlations

Pilot B (Original Structure):

Section G.1

	Q61	Q62	Q63	Q64	Q65	Q66	Q67	Q68	Q69
Q62	.33								
Q63	.55	.52							
Q64	.48	.32	.54						
Q65	.53	.35	.63	.39					
Q66	-.23	-.07	-.17	-.06	-.23				
Q67	-.17	.02	-.08	-.01	-.15	.69			
Q68	.04	-.09	-.06	.03	-.11	.32	.59		
Q69	.20	.16	.22	.25	.16	.34	.59	.55	
Q70	.38	.14	.32	.28	.36	-.09	-.14	-.01	-.03

Section G.2

	Q71	Q72	Q73	Q74	Q75	Q76	Q77	Q78
Q72	.37							
Q73	.33	.23						
Q74	.32	.09	.30					
Q75	.11	.60	.04	-.23				
Q76	.08	.50	-.12	-.07	.73			
Q77	.13	.38	-.05	.01	.65	.86		
Q78	.22	.23	.07	.13	.35	.43	.44	
Q79	.22	.39	-.12	-.07	.38	.63	.55	.72

Section G. 3

	Q80	Q81	Q82	Q83	Q84	Q85	Q86	Q87
Q81	.19							
Q82	.61	.45						
Q83	.40	.34	.52					
Q84	.35	.12	.37	.28				
Q85	.30	-.20	.18	.39	.52			
Q86	.46	.02	.29	.16	.39	.14		
Q87	-.07	.13	.11	-.14	-.22	-.03	.10	
Q88	-.16	.23	.10	.00	-.20	-.00	.10	.92

Section G.4

	Q89	Q90	Q91	Q92	Q93	Q94	Q95	Q96	Q97	Q98	Q99	Q100	Q101	Q102	Q103
Q90	-.13														
Q91	.10	.16													
Q92	-.06	.12	.74												
Q93	-.11	.43	.16	.41											
Q94	-.18	.60	.23	.33	.64										
Q95	-.20	.54	.21	.16	.33	.65									
Q96	.04	-.22	.04	.16	.32	.12	-.16								
Q97	.12	-.14	.06	-.19	-.06	.00	.01	.03							
Q98	.18	-.13	.04	-.12	-.03	-.11	-.08	.06	.65						
Q99	-.12	.24	-.01	-.16	.04	.08	.09	-.01	.45	.66					
Q100	.07	-.14	-.21	-.10	-.18	-.15	-.10	.19	.20	.36	.32				
Q101	-.03	-.03	-.23	-.08	-.05	-.12	-.24	.27	.20	.28	.34	.90			
Q102	-.13	.38	.08	-.10	.14	.41	.40	-.11	.25	.41	.53	.12	.14		
Q103	-.08	.16	.14	.12	.18	.11	-.08	.15	.21	.30	.66	.11	.21	.31	
Q104	-.01	-.31	-.16	-.15	-.24	.29	-.28	.26	.30	.43	.50	.39	.43	.17	.48

Section G.5

	Q105	Q106	Q107	Q108	Q109	Q110	Q111	Q112	Q113	Q114	Q115	Q116	Q117	Q118
Q106	-.25													
Q107	-.11	.78												
Q108	.71	-.31	.10											
Q109	.36	-.29	-.12	.64										
Q110	.45	-.32	-.57	.29	-.07									
Q111	-.09	-.22	-.28	-.12	-.59	.51								
Q112	-.63	.60	.58	-.28	-.09	-.63	-.10							
Q113	.51	.20	.40	.70	.22	.21	.13	.19						
Q114	.42	.23	.60	.55	.11	-.22	-.17	.00	.56					
Q115	.63	.15	.39	.66	.49	-.01	-.43	-.25	.34	.65				
Q116	.87	-.08	.00	.74	.67	.28	-.39	-.41	.46	.36	.80			
Q117	.76	-.10	.12	.70	.47	.19	-.25	-.35	.37	.41	.88	.86		
Q118	.64	-.34	.00	.66	.59	-.04	-.37	-.49	.23	.53	.54	.61	.39	
Q119	.57	-.64	-.59	.51	.29	.71	.08	-.71	.13	-.04	.25	.47	.50	.19

Pilot B (New Structure):

Affective Commitment – Section G.1

	Q61	Q62	Q63	Q64
Q62	.26			
Q63	.51	.44		
Q64	.47	.29	.56	
Q65	.54	.27	.64	.41

Continuance Commitment – Section G.1

	Q67	Q68
Q67		
Q68	.70	
Q69	.35	.55

Normative Commitment – Section G.1

	Q70	Q72	Q73	Q74
Q72	.37			
Q73	.11	.32		
Q74	.42	.13	.23	
Q71	.21	.44	.45	.20

Reputation – Section G.2

	Q75	Q76	Q77	Q78
Q76	.73			
Q77	.61	.84		
Q78	.32	.41	.45	
Q79	.31	.58	.56	.72

Subsystem Membership – Section G.3

	Q80	Q81	Q82	Q83	Q84	Q85	Q86	Q87
Q81	.19							
Q82	.61	.45						
Q83	.40	.34	.52					
Q84	.35	.12	.37	.28				
Q85	.30	-.20	.18	.39	.52			
Q86	.46	.02	.29	.16	.39	.14		
Q87	-.07	.13	.11	.14	-.22	-.03	.10	
Q88	-.16	.23	.11	.00	-.16	-.00	.06	.92

Participation – part 1 – Section G.4

	Q90	Q91	Q92	Q93	Q94
Q91	.18				
Q92	.12	.61			
Q93	.28	.05	.25		
Q94	.29	.15	.12	.44	
Q95	.48	.07	.03	.24	.51

Participation – part 2 – Section G.4

	Q104	Q105	Q106	Q107	Q108	Q109	Q111
Q105	-.51						
Q106	.65	-.24					
Q107	.57	-.09	.78				
Q108	-.29	.66	-.19	.07			
Q109	-.15	.35	-.19	-.09	.63		
Q111	-.21	-.12	-.29	-.40	-.06	-.54	
Q112	.54	-.52	.35	.52	-.32	-.08	-.18

Communication – Section G.5

	Q97	Q98	Q100	Q101	Q102
Q98	.66				
Q100	.20	.35			
Q101	.22	.30	.89		
Q102	.23	.40	.14	.14	
Q103	.20	.34	.15	.22	.35
Q110	-.04	-.14	-.14	-.17	-.08

Overall Perceptions – Section G.6

	Q113	Q114	Q115	Q116	Q117	Q118
Q114	.65					
Q115	.33	.65				
Q116	.56	.46	.74			
Q117	.50	.52	.83	.88		
Q118	.30	.59	.63	.61	.45	
Q119	.13	-.03	.18	.44	.46	.14

6.3.3. Rating Scales

Very few comments regarding the adequacy of the rating scales were received. It, therefore, appeared highly likely that sufficient options were provided to allow respondents to select an appropriate response. Moreover the range of responses showed that this was indeed the case. The range of scores elicited ranged from 1-7 on the majority of the questions, and the means ranged from 2.32 to 6.27.

6.3.4. Length of the Instrument

No consistent view could be identified regarding the length of the questionnaire. The majority of comments relating to problems with the length concerned Section G (as outlined previously). The revisions to this section were therefore intended to reduce the length of time required to complete the task. Again, respondents in the final pilot exercise were specifically asked to comment on the length of the instrument and whether it had discouraged them from completing it.

6.4. Final Pilot

A further 100 questionnaires (see Appendix 6.7) and comment sheets were mailed to randomly selected members of the organisation. As with the previous pilot exercises, members were sent a letter outlining the rationale for the research and requesting their participation in the piloting of the instrument. Members were asked to complete the questionnaire and detail any problems encountered, including their perceptions of the length of the instrument. A comment sheet was

once again provided to facilitate this task. Entry into a £100 prize draw was once again used as the incentive for completing the questionnaire.

Following distribution of the questionnaires it was noted that Question 76 had been included in Section G.2 instead of G.1. This oversight during the revision of the second pilot may have influenced the responses elicited. However, it was decided to take this error into consideration when reviewing the data analysis.

A total of 25 completed questionnaires and comment sheets were returned (a response rate of 25%). Analysis of the responses to the questionnaire and a review of the comments provided indicated that some additional minor re-formatting of the instrument and re-wording of some of the instructions was required. Of particular importance, it was clear from both responses and comments received that the substantial revisions to Section G had overcome many of the difficulties expressed by the respondents in the previous two pilot exercises.

6.4.1. Minor Revisions

The personal details section was slightly revised to permit responses to be given from those respondents still in postgraduate training, as well as those in employment. The instructions to Section B.1 (reasons for joining) and Section E.1 (reasons for retaining membership) were also revised to clarify what respondents were required to do. In addition, the rating scales for Sections B.2, C, D.2, E.3 and F were revised in response to comments from a number of respondents. The instructions required respondents to compare the organisation to what they would expect of an excellent professional membership organisation. Many respondents indicated that the wording of the response options as “I expected” confused the task requirements, as they were led to think in terms of what they had expected of the organisation itself, rather than to make the comparison with an excellent professional membership organisation. The wording was therefore altered to “would expect” to ensure consistency with the task instructions and to assist respondents in keeping the intended mental comparison in mind.

A filter statement for Sections B.2, C, D.2 and F was introduced earlier in each section to reduce potential fatigue effects from respondents selecting “cannot remember”. The filter statement simply indicated that if a certain amount of time had passed since joining the organisation (or contacting its staff); the respondent should proceed to the next section. All relevant rating scales were altered to reflect this change (specifically, response option 6 was labelled “don’t know” as opposed to “don’t know/cannot remember”).

6.4.2. Scale Reliability and Refinement

To assess the internal reliability of the various scales in the questionnaire, Cronbach’s alphas were calculated for Section E.2 (subscription fees), the Customer Service Quality Evaluation scale (Section F), and for each of the sub-sections of Section G. Comparisons were made between the alpha values for the scales in the second pilot, and for the revised scales that were used in the final pilot study. As outlined previously, DK/NO responses were excluded from this analysis.

Section E.2 yielded a higher alpha coefficient for responses to the revised version than for the second pilot (.81 compared to .77). Section F yielded a coefficient of .95, consistent with that of the second pilot. High alpha values were calculated for each of the sub-sections of Section G, with the exception of the *continuance commitment* items (.68). In the second pilot, a coefficient of .83 had been found for the same items. However, the overall revision of the sub-sections into the themed groups and the splitting of Section G.4 into two mini-sections yielded high alphas (ranging from .55 to .95 – for full details see Table 6.6). Of particular importance, part 2 of the *participation* scale yielded a much higher alpha value than that obtained in Pilot B. Moreover, it was noted that for Question 118 (relating to who the Honorary Officers were – Question 110 in the second pilot) had far higher inter-item correlations with other items in Section G.5, than had been obtained in Pilot A and B, and deletion of the item did not result in any change to the alpha value. Nevertheless, as higher response rates had been obtained for Pilot A and B, it was decided to delete Question 118 from the final scale, rather than jeopardise

the stability of the scale for the full scale survey,. Analysis of Section G.1 (including Question 76) revealed a high reliability consistent with those previously obtained, and it was concluded that the error in construction of this version of the questionnaire (including this question in Section G.2 instead of G.1) had not negatively influenced the consistency of responses on this scale (*normative commitment*). The question was, however, correctly included in Section G.1 in the final version. Tables 6.6 and 6.7 detail the alpha coefficients and inter-item correlations calculated for each of the sub-sections of Section G.

Table 6.6 Scale Reliabilities - Alpha Values Pilot C

Section E.2 Subscription Fees	.81
Section F SQ Scale	.95
Section G.1 (all items)	.73
Section G.1 – Affective Commitment Items	.78
Section G.1 – Continuance Commitment Items	.68
Section G.1 – Normative Commitment Items	.78
Section G.2	.55
Section G.3	.91
Section G.4 (all items)	.63
Section G.4 – Events	.75
Section G.4 - Business	.84
Section G.5	.91
Section G.6	.93

Table 6.7 Inter-item Correlations - Pilot C

Affective Commitment – Section G.1

	Q63	Q64	Q65	Q66
Q64	.13			
Q65	.44	.71		
Q66	.22	.62	.69	
Q67	.29	.24	.42	.34

Continuance Commitment – Section G.1

	Q69	Q70
Q68	.39	
Q69	.18	.67

Normative Commitment – Section G.1

	Q71	Q72	Q73
Q72	.67		
Q73	.54	.48	
Q76	.21	.54	.35

Reputation – Section G.2

	Q77	Q78	Q79	Q80
Q78	.23			
Q79	.39	.84		
Q80	-.08	.09	.14	
Q81	-.09	-.05	-.10	.65

Subsystem Membership – Section G.3

	Q84	Q85	Q86	Q87	Q88	Q89	Q90	Q91
Q85	.70							
Q86	.23	.71						
Q87	.66	.74	.35					
Q88	.76	.74	.57	.88				
Q89	.70	.57	.57	.46	.70			
Q90	.33	.21	.46	.43	.65	.80		
Q91	.35	.29	.40	.13	.26	.85	.68	
Q92	.33	.43	.61	.00	.22	.80	.50	.91

Participation – Part 1 – Section G.4

	Q96	Q97	Q98	Q99	Q100
Q97	.42				
Q98	.40	.83			
Q99	.26	.12	-.02		
Q100	.07	-.07	-.07	.80	
Q101	.45	.12	.09	.79	.75

Participation – Part 2 – Section G.4

	Q102	Q103	Q104	Q105	Q106	Q107	Q108
Q103	-.50						
Q104	-.46	.92					
Q105	-.46	.92	.69				
Q106	-.78	.68	.51	.73			
Q107	-.75	.94	.87	.87	.84		
Q108	.20	.30	.28	.28	.38	.23	
Q109	-.46	.95	.88	.88	.77	.92	.56

Communication – Section G.5

	Q112	Q113	Q114	Q115	Q116
Q113	.67				
Q114	.65	.63			
Q115	.76	.65	.94		
Q116	.37	.67	.53	.35	
Q117	.23	.81	.53	.37	.85

Overall Perceptions – Section G.6

	Q121	Q122	Q123	Q124	Q125	Q126
Q122	-.21					
Q123	.14	.92				
Q124	.52	.49	.78			
Q125	.85	.32	.63	.82		
Q126	.30	.69	.89	.96	.71	
Q127	.30	.69	.89	.96	.71	1

6.4.3. On-line Version

To encourage respondents to complete the survey in an easier and quicker format, and to attempt to minimise the level of manual data entry that may be required from such a large pool of respondents (approximately 33,000), an on-line version of the survey was developed utilising SPSS Data Entry (v.3.0.3). The format, layout and question/response structure was consistent with the paper-based version; but due to the programming of “skip and fill” rules, the instrument could be more easily navigated by respondents. The effectiveness and accuracy of

the on-line version was initially tested through the entry of sample data from the final pilot exercise, and then tested on-line to ensure the navigational features functioned correctly.

6.5. Final Survey

A paper-version of the survey (see Appendix 6.8) was sent to 33,000 voting members of the organisation, with a covering letter outlining the purpose of the survey, and encouraging respondents to use the on-line version. A time period of 6 weeks was allowed for responses to be received.

Unfortunately, considerable difficulty was experienced with the on-line version of the survey due to the very complex HTML programming generated by the SPSS Data Entry Builder package. Despite thorough pre-launch testing of the on-line survey, once launched, it soon became apparent that it was not compatible with Apple Mac web browsers and numerous other browser set-ups. This resulted in a number of respondents having problems correctly viewing or accessing the survey.

To alert respondents to this problem, clear guidance was posted onto the survey webpage and any telephone/e-mail enquiries were dealt with immediately. Respondents affected by this browser incompatibility were given a full apology, together with a detailed explanation, and were asked to complete the paper-version. Unfortunately, the on-line response rate would have been negatively affected by this, and these problems resulted in a higher proportion of paper surveys being returned than had been anticipated.

In total, 5479 paper surveys were returned and 974 on-line responses were entered. In addition, five letters and 18 nil returns (from retired members or those unwilling to complete the survey) were also received. This provided a total response rate of 20.2%. Manual data entry for the 5479 paper surveys was completed and the data submitted for statistical analysis (including the on-line responses) using SPSS (v.12).

CHAPTER SEVEN: Survey of a Professional Membership Organisation

This chapter outlines the main findings from the study of the membership organisation, detailing the psychometric properties of the questionnaire in measuring the key relationship marketing characteristics of the organisation, its service quality, and its members' perceptions and expectations.

7.1. Length of the Instrument: Respondent Fatigue

Despite the length of the questionnaire, and some concerns expressed by respondents (in Box I on the questionnaire – see Appendix 6.8), only 261 (4.1%) of the 6453 respondents did not complete the first question of the final main Section (G.6). This suggests that, overall, respondent fatigue rates were quite low and did not negatively affect the completion rates of the survey. It is acknowledged, however, that the overall response rate was only 20%, and although this may partly reflect problems with the on-line version (as indicated at the end of the previous chapter); it is possible that a certain proportion of potential respondents may have been discouraged from responding due to the length of the instrument.

7.2. Use of Rating Scales: Evidence of Response Bias

To ascertain whether any clear response biases had been elicited by the seven-point Likert scale used, the means and range of scores were examined. Whilst there was some evidence of a clustering of scores towards the mid-point (3), it is clear that the scores elicited utilised the full range of the scale. Full details of the means, standard deviations etc., (excluding DK/NO responses) are provided in Appendix 7.1.

7.3. Scale Reliabilities and Factor Analysis

To assess the internal reliability of the scales used in the questionnaire, Cronbach's alphas were calculated for Section E.2 (subscriptions fees), F (customer service quality evaluation scale), and each of the sub-sections in Section G (*Commitment, Reputation, Subsystem (SIG) Membership, Participation, Communication and Overall Perceptions*). The obtained alpha

values were then compared to those obtained in the pilot studies (during the development of the questionnaire). The inter-item correlations for each scale are detailed in Table 7.a.1.

Table 7.a.1 Inter-item Correlations (Section G Subsections)

Affective Commitment:

	Q. 64	Q. 65	Q. 66	Q. 67
Q. 65	.52			
Q. 66	.65	.61		
Q. 67	.47	.48	.60	
Q. 68	.49	.41	.53	.41

Continuance Commitment:

	Q. 69	Q. 70
Q. 70	.54	
Q. 71	.36	.51

Normative Commitment:

	Q. 72	Q. 73	Q. 74
Q. 73	.45		
Q. 74	.43	.33	
Q. 75	.35	.34	.25

Reputation:

	Q. 78	Q. 79	Q. 80	Q. 81
Q. 79	.61			
Q. 80	.54	.81		
Q. 81	.41	.55	.49	
Q. 82	.44	.54	.51	.71

Subsystem Membership:

	Q. 85	Q. 86	Q. 87	Q. 88	Q. 89	Q. 90	Q. 91
Q. 86	.53						
Q. 87	.60	.55					
Q. 88	.31	.41	.37				
Q. 89	.24	.22	.26	.38			
Q. 90	.29	.29	.34	.50	.47		
Q. 91	.24	.29	.28	.40	.27	.39	
Q. 92	.21	.28	.27	.35	.20	.27	.73

Participation:

	Q. 95	Q. 96	Q. 97	Q. 98	Q. 99	Q. 100	Q. 101	Q. 102	Q. 103	Q. 104	Q. 105	Q. 106	Q. 107
Q. 96	.18												
Q. 97	.18	.54											
Q. 98	.33	.27	.19										
Q. 99	.38	.19	.17	.39									
Q. 100	.38	.15	.13	.33	.51								
Q. 101	.09	.11	.21	-.00	.03	.09							
Q. 102	.16	.18	.17	.23	.17	.21	.09						
Q. 103	.11	-.10	-.06	-.05	.10	.10	.03	.03					
Q. 104	.10	.04	-.04	-.01	.08	.13	.15	.18	.33				
Q. 105	.17	.12	.17	.15	.09	.14	.12	.39	-.00	.17			
Q. 106	.22	.18	.19	.37	.24	.25	.12	.32	.07	.18	.29		
Q. 107	-.06	.09	.14	.06	-.10	-.10	.05	-.02	-.35	-.24	.08	-.13	
Q. 108	.07	-.01	-.03	-.04	-.02	.04	.02	.00	.24	.20	.02	-.02	-.23

Communication:

	Q. 111	Q. 112	Q. 113	Q. 114	Q. 115
Q. 112	.73				
Q. 113	.57	.55			
Q. 114	.61	.61	.68		
Q. 115	.36	.43	.33	.30	
Q. 116	.28	.27	.35	.31	.38

Overall Perceptions:

	Q. 119	Q. 120	Q. 121	Q. 122	Q. 123	Q. 124
Q. 120	.60					
Q. 121	.57	.60				
Q. 122	.41	.43	.51			
Q. 123	.48	.56	.56	.42		
Q. 124	.46	.46	.56	.52	.43	
Q. 125	.42	.43	.52	.47	.39	.75

Section E.2 yielded a slightly lower coefficient than the final pilot instrument (.74, compared to .81). Examination of the inter-item correlations confirmed the acceptability of the reliability of the scale (in accordance with Nunnally, 1978 – for an acceptable scale, the alpha value should be greater than .70). The high internal reliability of the customer service quality evaluation scale in Section F was also confirmed (.96). The alpha values obtained for the *Affective Commitment* and *Continuance Commitment* scales were slightly higher than those obtained previously (.70 and .73 compared to .78 and .68). *Normative Commitment* yielded a lower coefficient of .70 (compared to .78). Nevertheless, inter-item correlations revealed acceptable levels (all above .4). High alpha values were obtained for *Reputation* and *Subsystem (SIG) Membership* (.91 and .82 respectively).

Participation yielded a higher coefficient than that obtained in the previous pilot studies (.66 compared to .63) and analysis of the split scales revealed alpha values of .70 and .39.

However, it was noted that the inter-item correlations for the second half of the scale (Questions 101 to 108) were low. It was therefore decided to examine the factor analysis for this scale before deciding whether to include or exclude this part of the sub-scale in the full analysis.

Analysis of *Communication* and *Overall Perceptions* revealed slightly lower coefficients (.83 and .88 compared to .90 and .93 respectively).

Factor analysis with varimax rotation was performed on the scales in Section G to determine whether the structure of the scales was confirmed. The factor loadings obtained are listed in Table 7.a.2.

Table 7.a.2 Section G Factor Loadings

Commitment:

Component/ Question	1 (Affective Commitment)	2 (Continuance Commitment)	3 (Normative Commitment)
Q. 64	.79	-.11	.10
Q. 65	.72	-.03	.26
Q. 66	.82	-.13	.27
Q. 67	.66	-.12	.35
Q. 68	.66	-.20	.22
Q. 69	-.19	.76	.17
Q. 70	.06	.81	.28
Q.71	.17	.74	.16
Q.72	.56	.22	-.51
Q. 73	.71	.16	-.21
Q. 74	.45	.05	-.60
Q.75	.39	.34	-.44

Reputation:

Component/ Question	1 (Reputation)
Q. 78	.73
Q. 79	.88
Q. 80	.84
Q. 81	.78
Q. 82	.79

Subsystem Membership:

Component/ Question	1	2	3
Q. 85	.65	-.19	-.52
Q. 86	.68	-.23	-.40
Q. 87	.71	-.15	-.44
Q. 88	.71	.24	.09
Q. 89	.56	.62	.08
Q. 90	.67	.49	.12
Q. 91	.68	-.28	.55
Q. 92	.62	-.42	.56

Participation:

Component/ Question	1	2	3	4
Q. 95	.60	.07	-.29	.10
Q. 96	.50	-.38	.18	.47
Q. 97	.48	-.39	.31	.48
Q. 98	.62	-.20	-.33	-.12
Q. 99	.63	.06	-.47	.08
Q. 100	.63	.12	-.39	.01
Q. 101	.24	-.03	.46	.27
Q. 102	.53	-.01	.33	-.44
Q. 103	.14	.71	.07	.15
Q. 104	.30	.54	.39	.03
Q. 105	.45	-.06	.43	-.46
Q. 106	.60	.05	.11	-.30
Q. 107	-.09	-.69	.08	-.06
Q. 108	.08	.52	.11	.30

Communication:

Component/ Question	1
Q. 111	.80
Q. 112	.82
Q. 113	.82
Q. 114	.63
Q. 115	.58

Overall Perceptions:

Component/ Question	1
Q. 119	.74
Q. 120	.77
Q. 121	.82
Q. 122	.70
Q. 123	.72
Q. 124	.79
Q. 125	.75

The structure of the three *Commitment* scales was confirmed (despite a slight overlap between *affective* and *normative commitment*), with the three components accounting for 60.65% of the variance. *Reputation*, *Communication* and *Overall Perceptions* were also confirmed as single scales (with the single component accounting for 65.10%, 54.35% and 57.42% of the variance respectively). A split of the *Participation* scale into four sub-scales was identified (53.72% of the variance). Further analysis of the four-factor structure of the *Participation* scale revealed high alpha coefficients for part 1 – QQ. 95, 98, 99, 100, 102, 105, and 106 – (.70), and part 4 – QQ.96 and 97 – (.72), whereas lower values were found for part 2 – QQ. 103, 104, and 108 – (.52), and part 3 – QQ. 101 and 105 – (.11). It was therefore decided to include assessments of the first and forth components of the scale only, together with detailed examination of the individual questions.

Factor analysis revealed three components in the *Subsystem (SIG) Membership* scale (accounting for 72.52% of the variance):

- Involvement or participation in the subsystem (QQ. 85 to 88)
- Recognition for contributions and subscription fees (QQ. 89 and 90)
- Identification (QQ. 91 and 92).

Scale reliability analysis for these three components yielded alpha coefficients of .76, .64 and .84 respectively. It was therefore decided to incorporate assessments of the full scale, and the first and third components, together with specific examination of the individual questions.

7.4. Summary Data

Due to the volume of data obtained, only summary frequency data and significant results are reported. Due to the large sample sizes, in accordance with Cohen (1988), effect sizes were also calculated for all significant statistical results (t-tests, ANOVAs and correlations). Only those over .5 are reported, as with such large sample sizes, even very small differences in the means may produce highly significant results. Full details of the analyses are provided in specific tables as indicated. Appendix 7.2 contains the overall responses to the questionnaire.

Moreover, due to the rating scales used (including *don't know* and *no opinion* (DK/NO) responses as ratings 6 and 7 respectively), the results reported relate to analysis excluding DK/NO scores unless stated otherwise. Due to their nominal properties, DK/NO responses were treated as “user missing” in the main analysis. Nevertheless, specific references to the frequency of DK/NO responses are included in this chapter and Chapter 8 where relevant and pertinent to the overall findings.

As outlined previously, it is clear that the full range of the response scale was effectively utilised by respondents. The usefulness of the inclusion of DK/NO options in response scales will be considered at length in Chapter 8.

7.4.1. Age

The ages of the respondents ranged from 21 to 92, with the mean age 41.6 years.

Among the respondents, 11.3% were aged under 25, 28.4% between 26-35 years, 19.8% between 36 and 45 years, 22.1% between 46 and 55 years, 12.7% between 56 and 65 years, and 4% over 65. Compared to the full membership of the organisation, of which the percentages of members in each age bracket were 10.8%, 29.2%, 22.4%, 21.3%, 12.2% and 3.9% respectively, the age ranges of the respondents were very similar.

7.4.2. Sex/Gender

Among the respondents, 28% were male and 72% were female. Interestingly, this is congruous with the gender balance of the current voting members – 28.1% male and 71.8% female.

7.4.3. Grade of Membership

All respondents had to be Graduate members of the organisation in order to be eligible to participate in the survey. Of these, 33.3% were also Chartered members, 16.4% were Associate Fellows, and 2.9% Fellows. A small number (11 respondents) also indicated that they were Honorary Fellows, and 23 indicated Honorary Life membership. As the current membership records indicated that these figures were erroneous (as there are only 8 Honorary Fellows and 20 Honorary Life members), no further analysis was conducted on the responses for these two specific grades of membership.

7.4.4. Duration of Membership

Among the respondents, 5.2% indicated that they had been members for less than 12 months (compared to 2.3% of the entire membership), 20.8% for up to 5 years (compared to 30.1%), 21.9% for up to 10 years (compared to 26.8%), and 40.8% indicated that they had been members for over 10 years (compared to 40.8% of the entire membership).

7.4.5. Current Employment

More than two-thirds of respondents, 4458 (69.1%), indicated that they were currently in employment or training as psychologists, whilst 1886 (29.3%) indicated that they were not.

Breakdowns of the areas of employment (based on content analysis of the responses to Q. 6 and Q. 7) are depicted in Bar charts 1 and 2 overleaf.

7.4.6. Employment context:

The most frequent responses were:

32.4% - National Health Service (NHS)

16% – University

9.8% - in Local Education Authority (LEA)

25.7% - full time

13% - self-employed

12.9% - part-time

Other responses included: charities, the Ministry of Defence, other Government Departments, private hospitals/clinics, the Police, the Irish Health Board, or overseas.

7.5. Reasons for Joining and Reasons for Remaining a Member – Sections B.1 and E.1 (Questions 9 and 42)

Overall responses and responses for specific respondent sub-groups were analysed with respect to the most frequently selected reasons for joining and remaining a member of the organisation.

The most frequently selected reasons changed noticeably according to the Age of the respondent, the Grade of membership, Duration of membership, and whether the individual was in employment or training as a psychologist, a SIG member or if they intended to join a SIG (see Table 7.1).

Chart 1:



Key:

Clinical – clinical psychology

Neuropsych – neuropsychology

Counselling – counselling psychology

Health – health psychology

Forensic – forensic psychology

Academic – academic appointment (lecturer, researcher, professor etc)

Teaching – teacher/teaching assistant

Assistants – research assistant/assistant psychologist

MSc/PhD – undertaking an MSc or PhD in psychology

Other

Occ – occupational psychology

Educational – educational psychology

Chart 2:

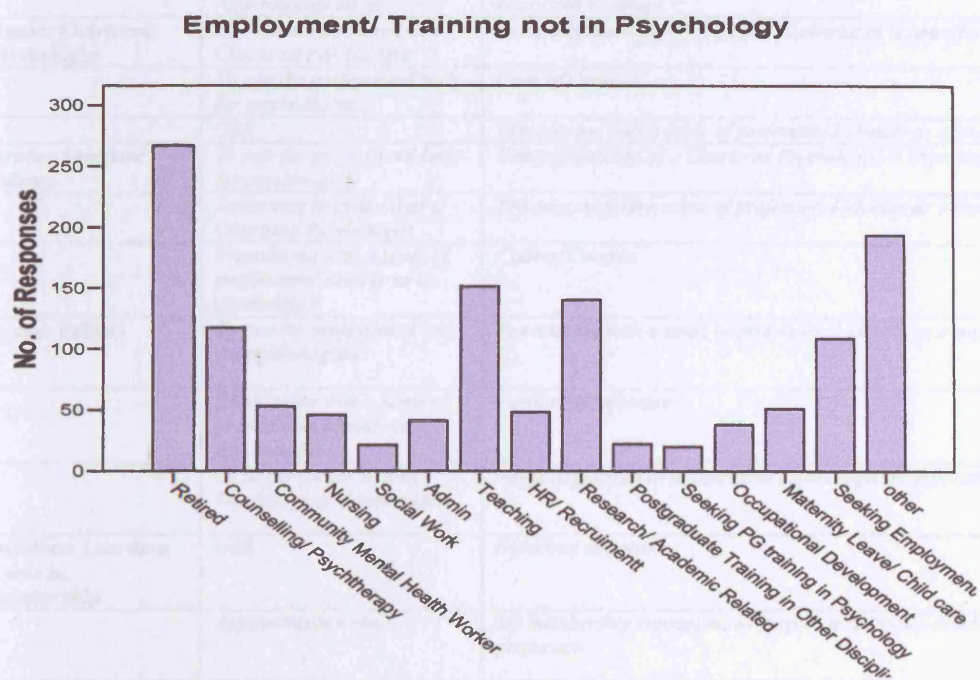


Table 7.1 Reasons for Joining and Remaining in Membership by Respondent Sub-group

RESPONDENT SUB-GROUP	REASONS FOR JOINING (TOP 3 RATED "MOST IMPORTANT")	REASONS FOR REMAINING (TOP 3 RATED "MOST IMPORTANT")
Aged Under 25	<i>Graduate Basis for Registration (GBR)</i>	<i>Appointments memo</i>
	<i>Appointments memo</i>	<i>Important to career</i>
	<i>To join the professional body for psychologists</i>	<i>The Psychologist</i>
Aged 26-35 years	<i>GBR</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>Appointments memo</i>	<i>Appointments Memo</i>
	<i>To become Registered as a Chartered Psych</i>	<i>Code of conduct</i>
Aged 36-45 years	<i>GBR</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To become Registered as a Chartered Psychologist and</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>To join the professional body for psychologists</i>	<i>Code of Conduct</i>
Aged 46-55 years	<i>To join the professional body for psychologists</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To become Registered as a Chartered Psychologist</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>GBR</i>	<i>Code of Conduct</i>
Aged 56-65 years	<i>To join the professional body for psychologists</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To become Registered as a Chartered Psychologist</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>Provides me with a sense of professional identity as a psychologist</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
Aged over 65 years	<i>To join the professional body for psychologists</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>Provides me with a sense of professional identity as a psychologist</i>	<i>Makes me feel part of the profession</i>
	<i>A clear sign of my commitment to the discipline</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
Grade: Graduate Members:	<i>GBR</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>To join the professional body for psychologists</i>	<i>Appointment Memo</i>
	<i>Appointments memo</i>	<i>Important to career</i>
Grade: Chartered Psychologist	<i>To become Registered as a Chartered Psychologist</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To join the professional body for psychologists</i>	<i>Code of Conduct</i>
	<i>GBR</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
Grade: Associate Fellows	<i>To join the professional body for psychologists</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To become Registered as a Chartered Psychologist</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>Provides me with a sense of professional identity as a psychologist</i>	<i>Code of Conduct</i>
Grade: Fellows	<i>To join the professional body for psychologists</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>Provides me with a sense of professional identity as a psychologist</i>	<i>Position of Influence</i>
	<i>To be part of the British Psychological Community</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
Duration: Less than 1 year in membership	<i>GBR</i>	<i>Important to career</i>
	<i>Appointments memo</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>To join the professional body for psychologists</i>	<i>Appointments Memo</i>

RESPONDENT SUB-GROUP	REASONS FOR JOINING (TOP 3 RATED "MOST IMPORTANT")	REASONS FOR REMAINING (TOP 3 RATED "MOST IMPORTANT")
Duration: Up to five years	GBR	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>Appointments memo</i>	<i>Important to career</i>
	<i>To join the professional body for psychologists</i>	<i>Appointments Memo</i>
Duration: Up to ten years	GBR	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To become Registered as a Chartered Psychologist</i>	<i>Code of Conduct</i>
	<i>To join the professional body for psychologists</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
Duration: Over 10 years	<i>To join the professional body for psychologists</i>	<i>Code of Conduct</i>
	<i>To become Registered as a Chartered Psychologist</i>	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>Provides me with a sense of professional identity as a psychologist</i>	<i>Important for the Society to be in a position of influence</i>
In employment/training as a Psychologists	<i>To become Registered as a Chartered Psychologist</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	GBR	<i>Code of Conduct</i>
	<i>To join the professional body for psychologists</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
Not in employment/training as a psychologist	GBR	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>To join the professional body for psychologists</i>	<i>Provides me with a sense of professional identity as a psychologist</i>
	<i>Appointments Memo</i>	<i>The Psychologist</i>
Subsystem (SIG) Member	<i>To become Registered as a Chartered Psychologist</i>	<i>Being Registered as a Chartered Psychologist is important to me</i>
	<i>To join the professional body for psychologists</i>	<i>Code of Conduct</i>
	GBR	<i>Provides me with a sense of professional identity as a psychologist</i>
Not a Subsystem (SIG) Member	GBR	<i>My membership enables me to keep up to date with developments in the profession</i>
	<i>To join the professional body for psychologists</i>	<i>Appointments Memo</i>
	<i>Appointments Memo</i>	<i>Provides me with a sense of professional identity as a psychologist</i>

7.6. Process of Joining – Section B.2 (Questions 10-17)

Overall, over 50% of respondents selected *about the same as I would expect* or *better than I would expect* for all of the questions in this section, with the notable exception of Q. 15, regarding the promptness of the processing of their application, for which responses were more mixed. Full details of the responses are provided in Appendix 7.2.

Independent t-tests and ANOVAs revealed significant differences according to the Age, Grade of membership and Duration of membership of respondents for Questions 11, 12, 16 and 17.

However, further analysis of the effect sizes (Cohen, 1988), revealed only significant

differences in the ratings of respondents by Age (over 65s responding with higher ratings than under 25s, 26-35 year olds and 36-45 year olds) for Q. 11 and Duration on Q. 12 (with new members responding more positively than those members of over 10 years). Specific significant results for these different respondent sub-groups are depicted in Table 7.2.

7.7. Contact with the Organisation since Joining – Section C (Questions 18-24)

It is clear from the responses given that many respondents had not had recent contact with the Society. Full details of the responses to this section are provided in Appendix 7.2.

7.8. Membership of Subsystems (SIGs) – Section D.1 (Questions 25-29)

Among the respondents, 56.9% indicated that they were members of at least one of the organisation's SIGs (Sections, Divisions or Special Group). This percentage increases with Age, Grade, Duration of membership, and employment as a psychologist. Of these respondents, 22.7% indicated that they were members of the Division of Clinical Psychology (DCP) (by far the largest subsystem with 5439 members – BPS Annual Report 2004 p. 53), 9.9% of the Division of Occupation Psychology (DOP), 6.3% Division of Educational and Child Psychology (DECP), and 5.4% Division of Counselling Psychology (DCoP).

Interestingly, more respondents aged Under 35 years were members of the Division of Forensic Psychology (DFP) than for other age groups.

With respect to which SIG (subsystem) they identified with, 38.1% of respondents indicated that they most identified with the DCP, 16.5% with the DOP and 9.4% with the DECP. Of Under 25s, 22.9% indicated that they identified with the DFP the most (a considerably higher proportion than any other group).

The most popular reason for joining a subsystem was *undertaking postgraduate training/supervision* (41.3%). Again, variation by Age and Grade was evident. Full details of the responses to this section are provided in Table 7.3.

Table 7.2 T-test and ANOVA Results – Comparisons between Different Respondent Sub-groups (QQ. 11-45)

QUESTION	RESPONDENT SUB-GROUP	COMPARISON RESPONDENT SUB-GROUP	T-TEST/ANOVA	P Level	Effect Size*
Q. 11	Age: Over 65s (mean = 3.29, SD = .74)	Under 25s (mean = 2.79, SD = .79)	F = 20.17 df = 5, 4475	< .001	.99
	Over 65s (mean = 3.29, SD = .74)	26-35 years (mean = 2.69, SD = .87)			.97
	Over 65s (mean = 3.29, SD = .74)	36-45 years (mean = 2.80, SD = .83)			.65
Q. 12	Duration: Less than 1 year (mean = 3.47, SD = .94)	Over 10 years (mean = 3.07, SD = .73)	F = 28.77 df = 3, 3950	< .001	0.51
Q. 31	Grade: Fellows (mean = 3.31, SD = .76)	Chartered Psychologists (mean = 2.79, SD = .85)	F = 10.08 df = 3, 2252	< .001	.61
	Age: Over 65s (mean = 3.36, SD = .79)	Under 25s (mean = 2.88, SD = .91)	F = 10.82 df = 5, 2446	< .001	.68
	Over 65s (mean = 3.36, SD = .79)	26-35 years (mean = 2.81, SD = .84)			.84
	Over 65s (mean = 3.36, SD = .79)	36-45 years (mean = 2.84, SD = .84)			.57
	55-65 years (mean = 3.10, SD = .81)	26-35 years (mean = 2.81, SD = .84)			.51
	Section Members (mean = 3.33, SD = .82)	Division Members (mean = 2.86, SD = .84)	t = 7.61 df = 2161	< .001	.56
Q. 34	Section Members (mean = 3.33, SD = .82)	Division Members (mean = 2.80, SD = .88)	t = 4.96 df = 1112	< .001	.60
Q. 35	Age: Over 65s (mean = 3.22, SD = .70)	Under 25s (mean = 2.54, SD = 1.02)	F = 12.62 df = 5, 2182	<.001	.71
	Over 65s (mean = 3.22, SD = .70)	26-35 years (mean = 2.67, SD = .94)			.59
	Over 65s (mean = 3.22, SD = .70)	36-45 years (mean = 2.77, SD = .92)			.50
Q. 43	Grade: Fellows (mean = 3.39, SD = 1.13)	Chartered Psychologists (mean = 2.73, SD = 1.05)	F = 38.88 df = 3, 5649	< .001	.63
	Duration: Less than 1 year (mean = 3.31, SD = .99)	6-10years (mean = 2.74, SD = 1.05)	F = 38.14 df = 3, 6139	< .001	.55
	Age: Under 25s (mean = 3.29, SD = 1.05)	26-35 years (mean = 2.64, SD = 1.02)	F = 90.185 df = 5, 6099	<.001	.64
	Over 65s (mean = 3.69, SD = .95)	26-35 years (mean = 2.64, SD = 1.02)			1.05
	Over 65s (mean = 3.69, SD = .95)	36-45 years (mean = 2.88, SD = 1.05)			.78
	Over 65s (mean = 3.69, SD = .95)	46-55 years (mean = 3.04, SD = 1.02)			.64
Q. 44	Grade: Fellows (mean = 2.75, SD = 1.04)	Chartered Psychologists (mean = 3.44, SD = 1.01)	F = 29.16 df = 3, 5553	< .001	.69
	Fellows (mean = 2.75, SD = 1.04)	Graduate Members (mean = 3.34, SD = 1.03)			.58
	Age: Over 65s (mean = 2.87, SD = .91)	26-35 years (mean = 3.64, SD = 1.02)	F = 70.372 df = 5, 5990	< .001	.76
Q. 45	Grade: Fellows (mean = 2.5, SD = 1.13)	Chartered Psychologists (mean = 3.13, SD = 1.12)	F = 26.38 df = 3, 5554	< .001	.56
	Age: Under 25s (mean = 2.57, SD = .96)	26-35 years (mean = 3.11, SD = 1.11)	F = 40.41 df = 5997	< .001	.51
	Over 65s (mean = 2.42, SD = .99)	26-35 years (mean = 3.11, SD = 1.11)			.63
	Over 65s (mean = 2.42, SD = .99)	36-45 years (mean = 3.05, SD = 1.15)			.56

* - Calculated using formula provided by Coe (2000). Bias corrected using a factor provided Hedges and Olkin (1985)

Table 7.3 Reasons for Joining Subsystems (SIGs) by Respondent Sub-group

Grade:

QUESTION 29	GRADUATE MEMBERS (N= 3603)	CHARTERED PSYCHOLOGISTS (N = 1580)	ASSOCIATE FELLOWS (N = 527)	FELLOWS (N = 150)
specialist title	7.7	25.7	18.4	12
prof interest	18.2	20.6	16.9	11.3
postgrad training	28.2	54.4	64.9	70
employment	9.2	26.1	26	15.3
other	3.9	5.8	5.9	6.7

Age:

QUESTION 29	UNDER 25S (N = 728)	UNDER 35'S (N = 1831)	UNDER 45S (N= 1279)	UNDER 55S (N = 1423)	UNDER 65S (N = 818)	OVER 65S (N = 260)
specialist title	6.7	18.9	17.1	12.2	13.7	6.9
prof interest	18	25.3	18.7	16	13.4	9.2
postgrad training	21.1	38.6	43.1	48.5	49.8	51.2
employment	8.2	17.9	18	16.2	19.1	10.4
other	2.7	4.6	5.4	4.5	6	7.3

Duration:

QUESTION 29	LESS THAN 1 YEAR (N = 336)	1-5 YEARS (N = 1989)	UP TO 10 YEARS (N = 1415)	OVER 10 YEARS (N = 2635)
specialist title	8.3	10.8	17	16.8
prof interest	10.1	19.8	23.2	16.9
postgrad training	14.6	26.2	43.7	55.1
employment	10.1	11.4	17	20.2
other	1.8	3.1	5.4	6.5

Employment/Training:

QUESTION 29	IN EMPLOYMENT (N = 4458)	NOT IN EMPLOYMENT (N = 1888)
specialist title	18.6	4.8
prof interest	22.5	10.1
postgrad training	48.3	24.9
employment	20.2	7
other	5.5	3.7

Subsystem Membership:

QUESTION 29	SUBSYSTEM MEMBERS (N = 3672)
specialist title	24.8
prof interest	31.6
postgrad training	71.2
employment	27.9
other	8.5

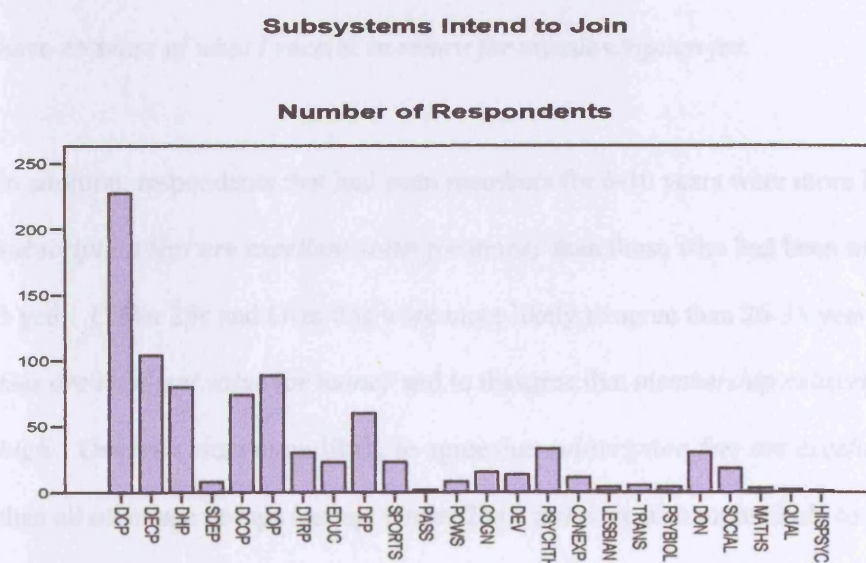
Among the respondents, 16.6% indicated that they intend to join a subsystem (SIG). The breakdown of those which respondents indicated that they intend to join is depicted in Bar chart 3 overleaf.

7.9. Process of Joining and Contact with the Subsystem (SIG) - Section D.2 (Questions 30-41)

The overall responses for this section are provided in Appendix 7.2. Detailed analysis (taking into account effect sizes) revealed significant effects of Age and Grade on Q. 31 and Age on Q. 35, with Fellows more likely to give a higher rating than Chartered members and members aged 56-65 and Over 65s more likely to give higher ratings than younger members. A significant effect of type of SIG membership was also found (significant differences between Section and Division members) for QQ. 31 and 34 with Section members more likely to

respond with higher ratings (see Table 7.2 for details of the comparisons between these respondent sub-groups).

Chart 3:



Key:

DCP – Division of Clinical Psychology
DHP – Division of Health Psychology
DCOP – Division of Counselling Psychology
DTRP – Division for Teachers & Researchers in Psychology
DFP – Division of Forensic Psychology
PASS – Special Group of Psychologists and Social Services
COGN – Cognitive Psychology Section
PSYCHTH – Psychotherapy Section
LESBIAN – Lesbian and Gay Psychology Section
PSYBIOL – Psychobiology Section
SOCIAL – Social Psychology Section
QUAL – Qualitative Methods in Psychology Section (proposed)

DECP – Division of Child and Educational Psychology
SDEP – Scottish Division of Educational Psychology
DOP – Division of Occupational Psychology
EDUC – Education Section
SPORTS – Division of Sports and Exercise Psychology
POWS – Psychology of Women Section
DEV – Developmental Psychology Section
CONEXP – Consciousness and Experiential Psych Section
TRANS – Transpersonal Psychology Section
DON – Division of Neuropsychology
MATHS – Mathematical, Statistical and Computing Section
HISPSYCH – History and Philosophy of Psych Section

7.10. Subscription Fees – Section E.2 (Questions 43-46)

As detailed in Appendix 7.2, whilst overall approximately 1/3 of respondents “agreed”, “disagreed” or were “neutral” in response to Question 43 (*I believe that Membership of the Society is excellent value for money*), more respondents agreed that the fees were too high (40.8%). However, more disagreed that *I have no sense of what I receive in return for the subscription fee* (43.7%), and that *I would be willing to pay a higher subscription fee to receive more and better services* (54%).

Having accounted for effect sizes, significant differences were found for Grade (QQ. 43, 44 and 45), Duration (Q. 43), and Age (QQ. 43, 44 and 45), as depicted in Table 7.2. Fellows were more likely than Chartered members to agree that *subscription fees are excellent value for money* and to disagree that *membership subscription fees are too high*. In addition, Chartered members were more likely to give a higher rating than Fellows in response to the statement: *I have no sense of what I receive in return for my subscription fee*.

In addition, respondents that had been members for 6-10 years were more likely to disagree that *subscription fees are excellent value for money* than those who had been members for less than 1 year. Under 25s and Over 65s were more likely to agree than 26-35 year olds *subscription fees are excellent value for money* and to disagree that *membership subscription fees are too high*. Over 65s were more likely to agree that *subscription fees are excellent value for money* than all other age groups (except Under 25s); and were also more likely to disagree that *I have no sense of what I receive in return for my subscription fee* than 26-35 year olds and 36-45 year olds.

7.11. Benefits of Membership – Section E.3 (Questions 47-55)

It is clear from responses that members were more able to comment on the more tangible and direct benefits of membership (*The Psychologist* and the Appointments Memo). Again, full details of the overall responses to this section are provided in Appendix 7.2.

Whilst some significant differences were identified by t-tests and ANOVAs, further consideration of the effect sizes confirmed that these were below 0.5 (Cohen, 1988), and are therefore not reported as they are considered to be very small effects.

7.12. Customer Service Quality (Questions 56-63)

As depicted in Appendix 7.2, a generally high level of satisfaction was expressed overall by respondents to the questions in this section. However, a significant effect of Grade on Q. 63 was identified (following examination of effect sizes). With Fellows responding with higher

ratings (*better than I would expect*) than Chartered members to the statement: *Overall, the quality of BPS customer service provision is* ($F(3, 2735) = 12.33, p < .001$).

7.13. Commitment (Questions 64-75)

Overall responses to this section are provided in Appendix 7.2. Generally, responses indicated a low level of *Affective Commitment*, a high level of *Continuance Commitment*, and a moderate level of *Normative Commitment*.

Significant effects of Age and Grade were evident for specific questions in this section. A significant effect of employment/training as a psychologist was also found for Q. 70 (see Table 7.4 for details of the comparisons between these respondent sub-groups). The main differences occur between Fellows and other Grades of membership, with Fellows generally exhibiting higher levels of *Commitment* (*Affective* and aspects of *Normative*) than the other Grades, but lower levels of *Continuance Commitment*. This is also reflected in the effect of Age on the responses to this section. Older members (Over 65s) generally exhibited higher levels of *Commitment* (*Affective* and *Normative*) than the other age groups.

The effect of employment/training as a psychologist was found for the statement: *Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now*, with a higher level of agreement being expressed by those currently in employment/training as a psychologist.

7.14. Reputation (Questions 78-82)

Overall, respondents gave very mixed responses to the questions in this section, as provided in Appendix 7.2. A high proportion of DK/NO responses were elicited, particularly for QQ. 80, 81 and 82. However, the Age of the respondent was found to have a significant effect on responses to this section. Respondents aged Over 65 were more likely to be positive regarding the organisations' reputation, standing and influence than those aged between 36-45 years.

7.15. Subsystem (SIG) Membership and Identification (Questions 85-92)

Overall, responses indicated a low level of participation in subsystems' AGMs and annual conferences despite a generally positive perception of the subsystem (see Appendix 7.2 for more details). Nevertheless, effects of Age (QQ. 91 and 92) and Grade (Q. 92) were identified. With Chartered members agreeing more strongly that *I identify more with my Subsystem than with the Society as a whole* (Q. 92); and members aged 26-35 agreeing more strongly with both QQ. 91 and 92, and 36-45 years agreeing more strongly than Over 65s for Q.92 (see Table 7.4 for details). A small effect of Type of SIG was also found for Q. 92 (with Section members expressing more agreement); however, the effect size for this result fell below the .5 level (Cohen, 1988).

7.16. Participation (Questions 95-108)

The overall responses to the survey were very mixed, but generally exhibited a low level of participation. Moreover, the frequencies of DK/NO responses indicated both low levels of involvement and a lack of awareness (see Appendix 7.2). Significant differences of Age, Duration and Grade on specific participation items. Significant effects of Grade were found for QQ. 96, 97 and 101 (between Graduate members and Chartered members in comparison to Fellows). The Duration of membership also had a significant effect on QQ. 97, 98 and 103 with the newest members (those who had joined in the last 12 months) being more likely to agree with the statements than those who had been members for 1-5 years or 6-10 years. Significant effects of Age on QQ. 96-98, 102, 103 and 106 were also identified, as depicted in Table 7.4 overleaf.

7.17. Communication (Questions 111-116)

Overall responses are provided in Appendix 7.2. Generally, respondents felt that improvements could be made to communication methods, networking/interaction opportunities etc., but that communication was not a serious problem. A significant effect of Grade was found for Q.113 with Graduate members expressing more agreement with the statement *I feel*

that the Society could do a lot more to facilitate and encourage interaction and networking between its members than Fellows.

Effects of Age on QQ. 111 and 113 were also identified with older members expressing less agreement than any other age group (see Table 7.4 for details).

7.18. Overall Perceptions (Questions 119-125)

Very mixed overall perceptions were elicited by respondents, as shown in Appendix 7.2. However, significant effects of Grade (Q. 119) and Age (QQ. 119, 124 and 125) were identified. More senior and older members (Fellows and Over 65s) gave more positive responses regarding their overall perceptions of the organisation (see Table 7.4 for results).

7.19. Means of Section G Sub-sections

Analysis of the mean differences for the Section G sub-sections by Age, Grade and Duration was conducted to ascertain whether, in addition to the effects on individual questions, an overall effect on the specific sub-sections could be identified.

The analysis indicated that:

- *Affective Commitment* and *Continuance Commitment* – a significant effect of Age and Grade were found (with a correspondingly large effect size well above the recommended .5 level – Cohen, 1988). Over 65s exhibited a higher level of *affective commitment* than other age groups; and Fellows exhibited higher levels of *affective commitment* than the other Grades. Both Over 65s and Fellows exhibited lower levels of *continuance commitment* than other age groups and grades of membership.
- A significant effect of Grade on the first part of the split *Participation* scale. Fellows exhibited higher levels of *participation* than Chartered Members.
- A significant effect of Grade, Age and Duration on the fourth part of the split *Participation* scale; Fellows elicited higher ratings than Graduate and Chartered members; members of over 10 years elicited higher ratings than new members and

those members of 1-5 years; Over 65s gave higher ratings than Under 25s, 26-35 and 36-45 year olds, and 56-65 year olds elicited higher ratings than Under 25s and 26-35 year olds.

- Significant effects of Age and Grade on the third part of the split *Subsystem*

Membership scale was also found. 26-35 year olds and 36-45 year olds responded with higher levels of agreement than the Over 65s. Chartered members responded with higher levels of agreement than Fellows.

These results are detailed in Table 7.4.

Table 7.4 T-tests and ANOVAs – Comparisons between Different Respondent Sub-groups (Section G)

QUESTION	RESPONDENT SUB-GROUP	COMPARISON RESPONDENT SUB-GROUP	T-TEST/ANOVA	P LEVEL	EFFECT SIZE*
Q. 64	Grade: Fellows (mean = 3.7, SD = 1.14)	Graduate Members (mean = 3.01, SD = 1.01)	F = 28.08 df = 3, 5628	< .001	.68
	Fellows (mean = 3.7, SD = 1.14)	Chartered Psychologists (mean = 2.95, SD = 1.1)	F = 28.08	< .001	.68
	Age: 26-35 years (mean = 2.84, SD = 1)	Over 65s (mean = 3.8, SD = 1.01)	F = 54.26 df = 5, 6087	< .001	.96
	36-45 years (mean = 2.99, SD = 1.08)	Over 65s (mean = 3.8, SD = 1.01)	F = 54.26	< .001	.76
	Under 25s (mean = 3.05, SD = .89)	Over 65s (mean = 3.8, SD = 1.01)	F = 54.06	< .001	.81
	46-55 years (mean = 3.16, SD = 1.11)	Over 65s (mean = 3.8, SD = 1.01)	F = 54.06	< .001	.53
Q. 65	Grade: Fellows (mean = 2.56, SD = 1.14)	Graduate Members (mean = 2.06, SD = .92)	F = 14.01 df = 3, 5395	< .001	.54
	Fellows (mean = 2.56, SD = 1.14)	Chartered Psychologists (mean = 2.01, SD = .93)	F = 14.01	< .001	.58
	Fellows (mean = 2.56, SD = 1.14)	Associate Fellows (mean = 2.06, SD = .94)	F = 14.01	< .001	.51
	Age: 26-35 years (mean = 1.98, SD = .9)	Over 65s (mean = 2.56, SD = 1.12)	F = 16.90 df = 5, 5832	< .001	.63
	36-45 years (mean = 2.01, SD = .93)	Over 65s (mean = 2.56, SD = 1.12)	F = 16.90	< .001	.57
	Under 25s (mean = 2.08, SD = .86)	Over 65s (mean = 2.56, SD = 1.12)	F = 16.90	< .001	.52
Q. 66	Grade: Fellows (mean = 2.96, SD = 1.25)	Chartered Psychologists (mean = 2.21, SD = 1)	F = 34.06 df = 3, 5546	< .001	.73
	Age: 26-35 years (mean = 2.25, SD = .96)	Over 65s (mean = 3.19, SD = 1.14)	F = 45.07 df = 5, 5997	< .001	.96
	36-45 years (mean = 2.32, SD = 1.04)	Over 65s (mean = 3.19, SD = 1.14)	F = 45.07	< .001	.82
	Under 25s (mean = 2.54, SD = .93)	Over 65s (mean = 3.19, SD = 1.14)	F = 45.07	< .001	.66
	46-55 years (mean = 2.48, SD = 1.09)	Over 65s (mean = 3.19, SD = 1.14)	F = 45.07	< .001	.65
Q. 68	Grade: Fellows (mean = 2.87, SD = 1.24)	Graduate Members (mean = 3.46, SD = 1.11)	F = 19.24 df = 3, 5575	< .001	.53
	Fellows (mean = 2.87, SD = 1.24)	Chartered Psychologists (mean = 3.59, SD = 1.17)	F = 19.24	< .001	.61
	Age: 26-35 years (mean = 3.6, SD = 1.1)	Over 65s (mean = 2.85, SD = 1.23)	F = 25.20 df = 5, 6026	< .001	.67
	36-45 years (mean = 3.51, SD = 1.19)	Over 65s (mean = 2.85, SD = 1.23)	F = 25.20	< .001	.55
	Under 25s (mean = 3.43, SD = .98)	Over 65s (mean = 2.85, SD = 1.23)	F = 25.20	< .001	.56
Q. 69	Grade: Fellows (mean = 2.76, SD = 1.31)	Chartered Psychologists (mean = 3.7, SD = 1.14)	F = 43.58 df = 3, 5510	< .001	.81

QUESTION	RESPONDENT SUB-GROUP	COMPARISON RESPONDENT SUB-GROUP	T-TEST/ANOVA	P LEVEL	EFFECT SIZE*
Q. 69	Fellows (mean = 2.76, SD = 1.31)	Associate Fellows (mean = 3.42, SD = 1.25)	F = 43.58	< .001	.52
	Age: 26-35 years (mean = 3.63, SD = 1.13)	Over 65s (mean = 2.41, SD = 1.32)	F = 50.57 df = 5, 5958	< .001	1.06
	36-45 years (mean = 3.49, SD = 1.2)	Over 65s (mean = 2.41, SD = 1.32)	F = 50.57	< .001	.89
	Under 25s (mean = 3.53, SD = 1.08)	Over 65s (mean = 2.41, SD = 1.32)	F = 50.57	< .001	.99
	46-55 years (mean = 3.3, SD = 1.25)	Over 65s (mean = 2.41, SD = 1.32)	F = 50.57	< .001	.71
	56-65 years (mean = 3.14, SD = 1.32)	Over 65s (mean = 2.41, SD = 1.32)	F = 50.57	< .001	.55
Q. 70	Grade: Fellows (mean = 2.23, SD = 1.31)	Chartered Psychologists (mean = 3.22, SD = 1.34)	F = 34.44 df = 3, 5219	< .001	.74
	Fellows (mean = 2.23, SD = 1.31)	Associate Fellows (mean = 2.95, SD = 1.4)	F = 34.44	< .001	.52
	Age: 26-35 years (mean = 3.12, SD = 1.37)	Over 65s (mean = 2.18, SD = 1.36)	F = 24.97 df = 5, 5639	< .001	.69
	36-45 years (mean = 2.91, SD = 1.4)	Over 65s (mean = 2.18, SD = 1.36)	F = 24.97	< .001	.52
	Under 25s (mean = 3.18, SD = 1.32)	Over 65s (mean = 2.18, SD = 1.36)	F = 24.97	< .001	.75
Q. 70	Employment/Training as a Psychologist (mean = 3.14, SD = 1.37)	Not in employment/training as a psychologist (mean = 2.43, SD = 1.32)	t = 17.68 df = 5649	< .001	.52
Q. 71	Grade: Fellows (mean = 2.65, SD = 1.44)	Graduate Members (mean = 3.38, SD = 1.26)	F = 16.09 df = 3, 4942	< .001	.58
	Fellows (mean = 2.65, SD = 1.44)	Chartered Psychologists (mean = 3.47, SD = 1.25)	F = 16.09	< .001	.65
	Fellows (mean = 2.65, SD = 1.44)	Associate Fellows (mean = 3.35, SD = 1.32)	F = 16.09	< .001	.52
	Age: 26-35 years (mean = 3.53, SD = 1.19)	Over 65s (mean = 2.82, SD = 1.53)	F = 23.48 df = 5, 5343	< .001	.58
	Under 25s (mean = 3.65, SD = 1.14)	Over 65s (mean = 2.82, SD = 1.53)	F = 23.48	< .001	.68
Q. 73	Age: 26-35 years (mean = 2.92, SD = 1.04)	Over 65s (mean = 3.51, SD = 1.09)	F = 33.70 df = 5, 5715	< .001	.56
Q. 75	Age: Under 25s (mean = 3.15, SD = 1)	Over 65s (mean = 3.7, SD = 1.13)	F = 18.25 df = 5, 5850	< .001	.53
Q. 79	Age: 36-45 years (mean = 3.4, SD = 1.14)	Over 65s (mean = 2.8, SD = 1.11)	F = 23.82 df = 5, 5423	< .001	.53
Q. 80	Age: 36-45 years (mean = 3.5, SD = 1.13)	Over 65s (mean = 2.82, SD = 1.14)	F = 21.68 df = 5, 4335	< .001	.60
Q. 81	Age: 36-45 years (mean = 2.96, SD = 1.06)	Over 65s (mean = 3.62, SD = .91)	F = 26.94 df = 5, 4563	< .001	.64
Q. 82	Age: 36-45 years (mean = 2.91, SD = 1.06)	Over 65s (mean = 3.5, SD = .90)	F = 20.64 df = 5, 3329	< .001	.57
	36-45 years (mean = 2.91, SD = 1.06)	Under 25s (mean = 3.42, SD = .83)	F = 20.64	< .001	.52
Q. 91	Age: 26-35 years (mean = 3.57, SD = 1.19)	Over 65s (mean = 2.9, SD = 1.33)	F = 16.17 df = 5, 3372	< .001	.55
Q. 92	Grade: Fellows (mean = 2.98, SD = 1.40)	Chartered Psychologists (mean = 3.7, SD = 1.21)	F = 13.18 df = 3, 3040	< .001	.59
	Age: 26-35 years (mean = 3.88, SD = 1.13)	Over 65s (mean = 2.97, SD = 1.37)	F = 31.44 df = 5, 3421	< .001	.78
	36-45 years (mean = 3.7, SD = 1.22)	Over 65s (mean = 2.97, SD = 1.37)	F = 31.44	< .001	.59
Q. 96	Grade: Fellows (mean = 3.66, SD = 1.20)	Graduate Members (mean = 2.8, SD = 1.18)	F = 56.81 df = 3, 5452	< .001	.73
	Fellows (mean = 3.66, SD = 1.20)	Chartered Psychologists (mean = 3.03, SD = 1.18)	F = 56.81	< .001	.53
	Age: Over 65s (mean = 3.56, SD = 1.11)	Under 25s (mean = 2.63, SD = 1.12)	F = 71.96 df = 5, 5909	< .001	.83
	Over 65s (mean = 3.56, SD = 1.11)	26-35 years (mean = 2.69, SD = 1.16)	F = 71.96	< .001	.75
Q. 97	Grade: Fellows (mean = 2.6, SD = 1.15)	Graduate Members (mean = 3.53, SD = 1.08)	F = 76.03 df = 3, 5408	< .001	.86
	Fellows (mean = 2.6, SD = 1.15)	Chartered Psychologists (mean = 3.3, SD = 1.10)	F = 76.03	< .001	.63
	Duration: Less than 1 year (mean = 3.76, SD = 1.02)	1-5 years (mean = 3.02, SD = 1.13)	F = 122.58 df = 3, 5885	< .001	.66
	Age: Over 65s (mean = 2.77, SD = 1.13)	Under 25s (mean = 3.7, SD = 1.03)	F = 82.53 df = 5, 5855	< .001	.88
	Over 65s (mean = 2.77, SD = 1.13)	26-35 years (mean = 3.61, SD = 1.07)	F = 82.53	< .001	.78

QUESTION	RESPONDENT SUB-GROUP	COMPARISON RESPONDENT SUB-GROUP	T-TEST/ANOVA	P LEVEL	EFFECT SIZE*
Q. 97	Over 65s (mean = 2.77, SD = 1.13)	36-45 years (mean = 3.37, SD = 1.09)	F = 82.53	< .001	.55
Q. 98	Duration: Less than 1 year (mean = 3.1, SD = .98)	1-5 years (mean = 2.57, SD = .98)	F = 56.07 df = 3, 5889	< .001	.54
	Age: Over 65s (mean = 2.41, SD = 1)	Under 25s (mean = 3.12, SD = .86)	F = 37.23 df = 5, 5855	< .001	.80
Q. 101	Grade: Fellows (mean = 2.54, SD = 1.11)	Graduate Members (mean = 3.28, SD = 1.04)	F = 20.29 df = 3, 4628	< .001	.71
	Fellows (mean = 2.54, SD = 1.11)	Chartered Psychologist (mean = 3.22, SD = 1.02)	F = 20.29	< .001	.66
Q. 102	Age: Over 65s (mean = 4.22, SD = .72)	26-35 years (mean = 3.6, SD = .90)	F = 37.52 df = 5, 5769	< .001	.70
	Over 65s (mean = 4.22, SD = .72)	36-45 years (mean = 3.65, SD = .94)	F = 37.52	< .001	.63
	Over 65s (mean = 4.22, SD = .72)	46-55 years (mean = 3.76, SD = .93)	F = 37.52	< .001	.51
Q. 103	Duration: Less than 1 year (mean = 3, SD = .77)	1-5 years (mean = 2.3, SD = .88)	F = 47.48 df = 3, 2659	< .001	.80
Q. 103	Duration: Less than 1 year (mean = 3, SD = .77)	6-10 years (mean = 2.45, SD = .86)	F = 47.48	< .001	.65
	Age: Over 65s (mean = 2.58, SD = .96)	Under 25s (mean = 3.01, SD = .81)	F = 32.22 df = 5, 2631	< .001	.50
Q. 106	Age: Over 65s (mean = 3.45, SD = .81)	26-35 years (mean = 2.94, SD = .83)	F = 10.97 df = 5, 1750	< .001	.62
	Over 65s (mean = 3.45, SD = .81)	36-45 years (mean = 2.98, SD = .95)	F = 10.97	< .001	.51
Q. 111	Age: Over 65s (mean = 2.86, SD = .91)	46-55 years (mean = 3.35, SD = .97)	F = 13.15 df = 5, 5606	< .001	.51
	Over 65s (mean = 2.86, SD = .91)	36-45 years (mean = 3.35, SD = .98)	F = 13.15	< .001	.50
Q. 113	Grade: Fellows (mean = 3.25, SD = 1.02)	Graduate Members (mean = 3.75, SD = .85)	F = 22.70 df = 3, 5173	< .001	.58
	Age: Over 65s (mean = 3.14, SD = .89)	Under 25s (mean = 3.77, SD = .82)	F = 23.14 df = 5, 5243	< .001	.75
	Over 65s (mean = 3.14, SD = .89)	26-35 years (mean = 3.75, SD = .83)	F = 23.14	< .001	.73
	Over 65s (mean = 3.14, SD = .89)	36-45 years (mean = 3.73, SD = .88)	F = 23.14	< .001	.67
	Over 65s (mean = 3.14, SD = .89)	46-55 years (mean = 3.61, SD = .90)	F = 23.14	< .001	.52
Q. 119	Grade: Fellows (mean = 3.25, SD = 1.05)	Chartered Psychologists (mean = 3.76, SD = 1)	F = 25.55 df = 3, 3475	< .001	.51
	Age: Over 65s (mean = 2.89, SD = 1.01)	26-35 years (mean = 3.69, SD = .99)	F = 32.09 df = 5, 3801	< .001	.81
	Over 65s (mean = 2.89, SD = 1.01)	36-45 years (mean = 3.72, SD = 1.02)	F = 32.09	< .001	.81
	Over 65s (mean = 2.89, SD = 1.01)	46-55 years (mean = 3.49, SD = 1.03)	F = 32.09	< .001	.58
Q. 121	Age: Over 65s (mean = 3.55, SD = .80)	36-45 years (mean = 3.08, SD = .96)	F = 37.70 df = 5, 5335	< .001	.50
Q. 122	Age: Over 65s (mean = 3.47, SD = 1.10)	26-35 years (mean = 2.86, SD = 1.05)	F = 20.51 df = 5, 4990	< .001	.58
	Over 65s (mean = 3.47, SD = 1.10)	36-45 years (mean = 2.9, SD = 1.10)	F = 20.51	< .001	.52
Q. 124	Age: Over 65s (mean = 3.47, SD = .98)	26-35 years (mean = 2.95, SD = .98)	F = 27.43 df = 5, 4990	< .001	.53
	Over 65s (mean = 3.47, SD = .98)	36-45 years (mean = 2.84, SD = 1.03)	F = 27.43	< .001	.61
	Over 65s (mean = 3.47, SD = .98)	46-55 years (mean = 2.9, SD = 1.09)	F = 27.43	< .001	.53
Q. 125	Age: Over 65s (mean = 3.45, SD = .91)	26-35 years (mean = 2.95, SD = .97)	F = 22.74 df = 5, 3505	< .001	.81
	Over 65s (mean = 3.45, SD = .91)	36-45 years (mean = 2.82, SD = 1.01)	F = 22.74	< .001	.63
	Over 65s (mean = 3.45, SD = .91)	46-55 years (mean = 2.92, SD = 1.03)	F = 22.74	< .001	.52
Affective Commitment	Age: Over 65s (mean = 3.14, SD = .75)	26-35 years (mean = 2.61, SD = .55)	F = 50.17 df = 5, 6196	< .001	.92
	Over 65s (mean = 3.14, SD = .75)	36-45 years (mean = 2.63, SD = .61)	F = 50.17	< .001	.80
	Over 65s (mean = 3.14, SD = .75)	Under 25s (mean = 2.77, SD = .51)	F = 50.17	< .001	.64
	Over 65s (mean = 3.14, SD = .75)	46-55 years (mean = 2.72, SD = .64)	F = 50.17	< .001	.64

QUESTION	RESPONDENT SUB-GROUP	COMPARISON RESPONDENT SUB-GROUP	T-TEST/ANOVA	P Level	Effect Size*
Affective Commitment	Grade: Fellows (mean = 3, SD = .99)	Graduate Member (mean = 2.53, SD = .81)	F = 35.24 df = 3, 5733	< .001	.59
	Grade: Fellows (mean = 3, SD = .99)	Chartered Psychologists (mean = 2.35, SD = .84)	F = 35.24	< .001	.77
	Grade: Fellows (mean = 3, SD = .99)	Associate Fellow (mean = 2.51, SD = .85)	F = 35.24	< .001	.58
Continuance Commitment	Age: Over 65s (mean = 2.49, SD = 1.26)	Under 25s (mean = 3.43, SD = .95)	F = 47.45 df = 5, 6094	< .001	.91
	Over 65s (mean = 2.49, SD = 1.26)	26-35 years (mean = 3.43, SD = 1)	F = 47.45	< .001	.91
	Over 65s (mean = 2.49, SD = 1.26)	36-45 years (mean = 3.25, SD = 1.05)	F = 47.45	< .001	.70
	Grade: Fellows (mean = 2.54, SD = 1.17)	Chartered Psychologists (mean = 3.46, SD = .99)	F = 44.75 df = 3, 5642	< .001	.79
	Fellows (mean = 2.54, SD = 1.17)	Graduate Members (mean = 3.19, SD = 1.10)	F = 44.75	< .001	.56
	Fellows (mean = 2.54, SD = 1.17)	Associate Fellows (mean = 3.23, SD = 1.07)	F = 44.75	< .001	.59
	Grade: Fellows (mean = 3.19, SD = .73)	Chartered Psychologists (mean = 2.87, SD = .64)	F = 30.69 df = 3, 5643	< .001	.50
	Age: Over 65s (mean = 3.40, SD = 1.07)	Under 25s (mean = 2.45, SD = .95)	F = 102.52 df = 5, 6072	< .001	1
Participation (part 1)	Over 65s (mean = 3.40, SD = 1.07)	26-35 years (mean = 2.55, SD = .97)	F = 102.52	< .001	.89
	Over 65s (mean = 3.40, SD = 1.07)	36-45 years (mean = 2.81, SD = 1.03)	F = 102.52	< .001	.58
	56- 65 years (mean = 3.21, SD = 1.05)	Under 25s (mean = 2.45, SD = .95)	F = 102.52	< .001	.80
	56- 65 years (mean = 3.21, SD = 1.05)	26-35 years (mean = 2.55, SD = .97)	F = 102.52	< .001	.69
	Grade: Fellows (mean = 3.53, SD = 1.10)	Graduate Members (mean = 2.63, SD = 1)	F = 86.63 df = 3, 5612	< .001	.90
	Fellows (mean = 3.53, SD = 1.10)	Chartered Psychologists (mean = 2.87, SD = 1.03)	F = 86.63	< .001	.65
	Duration: Over 10 years (mean = 3.14, SD = 1.05)	Less than 1 year (mean = 2.41, SD = .97)	F = 149.73 df = 3, 6108	< .001	.76
	Over 10 years (mean = 3.14, SD = 1.05)	1-5 years (mean = 2.55, SD = .97)	F = 149.73	< .001	.61
	Age: Over 65s (mean = 2.96, SD = 1.27)	26-35 years (mean = 3.72, SD = 1.09)	F = 26.07 df = 5, 3476	< .001	.69
	Over 65s (mean = 2.96, SD = 1.27)	36-45 years (mean = 3.55, SD = 1.14)	F = 26.07	< .001	.51
Subsystem Membership (part 3)	Grade: Fellows (mean = 2.93, SD = 1.27)	Chartered Psychologists (mean = 3.54, SD = 1.14)	F = 10.95 df = 3, 3511	< .001	.50

* - Calculated using formula provided by Coe (2000). Bias corrected using a factor provided Hedges and Olkin (1985)

7.20. Importance Items

Following content analysis of the responses elicited for QQ.77, 84, 94, 110, 118 and 127, the responses were re-coded, and analysed to determine the factors rated *most important* by respondents.

Analysis revealed that the following statements were *most important* to all respondents.

- Commitment – Q. 75 (47.3%)
- Reputation – Q. 81 (35.3%), Q. 79 (31.5%) and Q. 78 (24.3%)
- Subsystem Membership – Q. 92 (52.8%) and Q. 91 (19%)

- Participation – Q. 101 (34.8%) and Q. 98 (19%)
- Communication – Q. 111 (44.4%), Q. 116 (21.6%) and Q. 113 (16.4%)
- Overall Perceptions – Q. 123 (29.2%), Q. 122 (19.5%) and Q. 124 (12.8%)

Over 90% of those respondents responding to the questions regarding the level of importance of these items, rated the importance as either *important* or *very important*, with the exception of the participation items (66.7% and 80.4% respectively).

Breakdowns of responses by the sub-groups of respondents are provided in Table 7.5 below.

Table 7.5 Importance Items (in order of frequency reported) by Respondent Sub-group

Section/ Respondent Sub-Group	Commitment	Reputation	Subsystem Membership	Participation	Communication	Overall Perceptions
Age: Under 25	Q. 75 Q. 70	Q. 78 Q. 79 Q. 81	Q. 92 Q. 87	Q. 101 Q. 98 Q. 99	Q. 111 Q. 113 Q. 112	Q. 123 Q. 121 Q. 124 Q. 125
Age: 26-35 years	Q. 75	Q. 81 Q. 78 Q. 79	Q. 92 Q. 91	Q. 101 Q. 98 Q. 99	Q. 111 Q. 113 Q. 116	Q. 123 Q. 122 Q. 119
Age: 36-45 years	Q. 75	Q. 79 Q. 81 Q. 78	Q. 92 Q. 91	Q. 101 Q. 108	Q. 111 Q. 116	Q. 123 Q. 122 Q. 119
Age: 46-55 years	Q. 75	Q. 81 Q. 79 Q. 78	Q. 92 Q. 87 Q. 91	Q. 101 Q. 108 Q. 98	Q. 111 Q. 116	Q. 123 Q. 119 Q. 124
Age: 56-65 years	Q. 75	Q. 81 Q. 79 Q. 78	Q. 92 Q. 91	Q. 101 Q. 98	Q. 111 Q. 113 Q. 116	Q. 123 Q. 122 Q. 119
Age: Over 65	Q. 66 Q. 75 Q. 64 Q. 72	Q. 81 Q. 79 Q. 82	Q. 92 Q. 88 Q. 87 Q. 91	Q. 101	Q. 111	Q. 123 Q. 122 Q. 124
Grade: Graduate Member	Q. 75	Q. 81 Q. 78 Q. 79	Q. 92 Q. 91	Q. 101 Q. 98 Q. 99	Q. 111 Q. 116 Q. 113	Q. 123 Q. 119 Q. 121 Q. 122
Grade: Chartered Psychologist	Q. 75	Q. 81 Q. 79 Q. 78	Q. 92 Q. 91	Q. 101 Q. 108	Q. 111 Q. 116 Q. 112	Q. 123 Q. 122 Q. 119 Q. 124
Grade: Associate Fellow	Q. 75	Q. 79 Q. 81 Q. 78	Q. 91 Q. 92	Q. 106 Q. 108 Q. 98	Q. 111 Q. 116 Q. 112	Q. 123 Q. 122 Q. 119
Grade: Fellows	Q. 75	Q. 81 Q. 79 Q. 82	Q. 92	Q. 106 Q. 98 Q. 101	Q. 111 Q. 112 Q. 113	Q. 119 Q. 122 Q. 125
Duration: Less than 1 year	Q. 75 Q. 64 Q. 70	Q. 78 Q. 81 Q. 79 Q. 80	Q. 87 Q. 88 Q. 91	Q. 98 Q. 101	Q. 113 Q. 112	Q. 121 Q. 119 Q. 122
Duration: 1-5 years	Q. 75	Q. 81 Q. 78 Q. 81	Q. 92 Q. 91	Q. 101 Q. 98 Q. 99	Q. 111 Q. 116 Q. 112	Q. 123 Q. 119 Q. 122

Section/ Respondent Sub- Group	Commitment	Reputation	Subsystem Membership	Participation	Communication	Overall Perceptions
Duration: 6-10 years	Q. 75	Q. 79 Q. 78 Q. 81	Q. 92 Q. 91	Q. 101 Q. 98 Q. 99	Q.111 q.116 Q.112	Q. 123 Q. 119 Q. 122
Duration: Over 10 years	Q. 75	Q. 81 Q. 79	Q. 92 Q. 91	Q. 101 Q. 98 Q. 108	Q.111 Q.116	Q. 123 Q. 122 Q. 119
Subsystem (SIG) Member	Q. 75 Q. 64	Q. 81 Q. 79 Q. 78	Q. 92	Q. 101 Q. 98 Q. 99	Q.111 Q.116 Q.113	Q. 123 Q. 119 Q. 121
Not Subsystem (SIG) Member	Q. 75	Q. 81 Q. 79 Q. 78	Q. 92	Q. 101 Q. 98 Q. 108	Q.111 Q.116	Q. 123 Q. 119 Q. 122
Employment/Tra ining as a Psychologist	Q. 75	Q. 81 Q. 79 Q. 78	Q. 92 Q. 91	Q. 101 Q. 98 Q. 108	Q.111 Q.116 Q.113	Q. 123 Q. 119 Q. 122
Not in Employment/Tra ining	Q. 75 Q. 64	Q. 81 Q. 78 Q. 79	Q. 92 Q. 86 Q. 87 Q. 91	Q. 101 Q. 98	Q.111 Q.116 Q.113	Q. 123 Q. 122 Q. 121 Q. 119

7.21. Membership of Other Organisations and “Added Value”

Overall, 2508 respondents indicated that they were members of, at least, 1 of over 50 other national and international organisations. Of the organisations listed by respondents: 14% indicated that they were members of the British Association of Behavioural Cognitive Psychotherapists, 12% of the Association of Educational Psychologists, 8% of the Association of Business Psychologists, and 6% of the Association of Child Psychology and Psychiatry.

Content analysis of the 1960 responses given to identify the “added value” of this membership revealed the following themes:

- 22% more relevant to my specialist interests
- 16% more pragmatic/practical approach to professional issues
- 11% better journal
- 11% more personal contact/more friendly and supportive
- 10% more relevant conferences
- 9% better employment/careers advice
- 8% more effective communication
- 7% more networking opportunities
- 7% more local contact
- 7% better training/workshops
- 5% less bureaucratic
- 5% lower subs fees

4% indicated that the specific organisation under evaluation was better than the other organisation(s).

7.22. Other Comments

Due to the considerable volume of open-ended responses to this question, content analysis was conducted to identify key themes for inclusion in the discussion, and is therefore not detailed separately here.

7.23. Further Analysis of Section G – Correlations and Regressions

Based on the findings outlined above, to further examine the impact of Age, Duration and Grade on the sub-sections of Section G, correlations and regressions were conducted on the means calculated for each sub-section.

7.23.1. Correlations

7.23.1.1. Age

Significant correlations between Age and the following sub-sections were found (all significant at the $p < .01$ level): *Commitment* (.06), *Affective Commitment* (.11), *Continuance Commitment* (-.19), *Normative Commitment* (.11), *Reputation* (.06), *Subsystem Membership – part 1* and *part 3* (-.04 and -.17), *Participation – part 1* (-.05) and *part 4* (.26)

However, calculation of the effect sizes revealed that these correlations had very small effect sizes (below the minimum .1 level, Cohen, 1988). Moreover, Age significantly correlated ($p < .01$) with Grade (.45) and Duration (.57). The effect sizes calculated for these findings were .56 and .85 respectively (above .5 level for a medium effect size – Cohen, 1988).

7.23.1.2. Grade

Grade significantly correlated with: *Commitment* (.05), *Normative Commitment* (.08), *Reputation* (-.05), *Participation – part 1* (-.06) and *part 4* (.21), and *Overall Perceptions* (-.07).

However, as before, calculation of the effect sizes revealed that these correlations had very small effect sizes (below the minimum .1 level – Cohen, 1988).

An effect size of .64 was calculated for the significant correlation of Grade with Duration ($r = .49$).

7.23.1.3. Duration

Significant correlations were found between Duration and the following variables:

Commitment (-.03), *Continuance Commitment* (-.12), *Normative Commitment* (.04), *Reputation* (-.08), *Participation – part 1* (-.13) and *part 4* (.23), and *Overall Perceptions* (-.1). However, as before, calculation of the effect sizes revealed that these correlations had very small effect sizes (below the minimum .1 level – Cohen, 1988).

7.23.1.4. Subsystem Identification

Significant correlations of Age with Q. 91 and 92 (-.14 and -.18) and a significant correlation between Grade and Q. 92 (-.04) were found. As outlined previously, however, very small effect sizes were calculated for these results.

7.23.1.5. Scale Correlations

The *Commitment scales* were found to correlate with each other (consistent with Gruen, 1997), despite factor analysis identifying three distinct components. High correlations were also found (over .45) between the following variables:

- *Affective Commitment* and *Participation – part 1* of the split scale (.54) with a calculated effect size of .75
- *Affective Commitment* and *Overall Perceptions* (.49) with a calculated effect size: .63
- *Reputation* and *Overall Perceptions* (.50) with a calculated effect size: .66
- *Communication* and *Overall Perceptions* (.49) with a calculated effect size: .64.

The effect sizes for these correlations were therefore higher than the .5 level (for a medium effect size).

Positive correlations were also found between *subscription fees* and *reputation*, *participation – part 4*, *communication* and *overall perceptions*. A negative correlation was found with *Subsystem Membership – part 3*. However, the effect sizes calculated for these results were below the minimum .1 level (Cohen, 1988).

7.23.3. Regressions

To assess the presence of an association between Age, Grade and Duration to predict the respondents' scores on the sub-sections of Section G, multiple linear and stepwise regressions were conducted. Identified outliers were removed from data set prior to the final analysis being undertaken. Full details of the results are provided in Table 7.6.

7.23.3.1. Age

The regression analysis revealed that Age was a significant predictor of the following factors:

- Q. 43 – value for money
- *Commitment – affective, continuance and normative*
- *Reputation*
- *Subsystem Membership – part 1 and part 3*
- *Participation – part 1 and part 4*
- *Communication*

7.23.3.2. Duration

The regression analysis revealed that Duration was a significant predictor of the following factors:

- Q. 43 – value for money
- *Commitment – continuance and normative*
- *Reputation*
- *Participation – part 1 and part 4*
- *Overall Perceptions*

7.23.3.3. Grade

The regression analysis revealed that Grade was a significant predictor of the following factors:

- Q. 43 – value for money

- *Commitment – normative*
- *Reputation*
- *Participation – part 1 and part 4*
- *Overall Perceptions*

7.23.3.4. Stepwise Multiple Regressions

To identify which of the variables are most useful in predicting respondents' scores, stepwise multiple regressions were conducted. In this procedure, the independent variables (Age, Grade and Duration) were added to (or taken away from) the equation one at a time, the order of entry (or removal) being determined by statistical considerations.

The analysis revealed the following results:

- Age was found to be a reliable predictor of scores on QQ.43 and 44; *Affective, Normative and Continuance Commitment*; parts 1 and 3 of *Subsystem Membership*; part 4 of *Participation*; and *Communication*.
- Grade was found to be a reliable predictor of scores on *Continuance Commitment*
- Duration was found to be a reliable predictor of *Reputation*; *Overall Perceptions*; and part 1 of *Participation*.

Table 7.6 Results of Regression Analysis

FACTOR	COMPONENT	TYPE	R	BETA WEIGHT	T	SIGNIFICANCE
Age	<i>Q. 43</i>	Enter	.12	.12	9.32	.001
	<i>Affective Commitment</i>	Enter	.11	.11	8.21	.001
	<i>Normative Commitment</i>	Enter	.11	.11	8.39	.001
	<i>Continuance Commitment</i>	Enter	.19	-.19	-14.36	.001
	<i>Reputation</i>	Enter	.06	.06	4.39	.001
	<i>Subsystem Membership – Part 1</i>	Enter	-.04	-.04	-2.	.04
	<i>Subsystem Membership – Part 3</i>	Enter	.17	-.17	-.947	.001
	<i>Participation – Part 1</i>	Enter	.05	-.05	-3.34	.001
Duration	<i>Participation – Part 4</i>	Enter	.26	.26	19.88	.001
	<i>Communication</i>	Enter	.031	.031	2.31	.02
	<i>Q. 43</i>	Enter	.07	-.07	-5.32	.001
	<i>Continuance Commitment</i>	Enter	.12	-.12	-8.62	.001
	<i>Normative Commitment</i>	Enter	.04	.04	3.29	.001
	<i>Reputation</i>	Enter	.08	-.08	-5.69	.001
	<i>Participation – Part 1</i>	Enter	.13	-.13	-9.51	.001

FACTOR	COMPONENT	TYPE	R	BETA WEIGHT	T	SIGNIFICANCE
	<i>Participation – Part 4</i>	Enter	.23	.23	17.66	.001
	<i>Overall Perceptions</i>	Enter	.10	-.10	-7.78	.001
Grade	<i>Q. 43</i>	Enter	.04	-.04	-2.85	.004
	<i>Normative Commitment</i>	Enter	.08	.08	6.17	.001
	<i>Reputation</i>	Enter	.05	-.05	-3.58	.001
	<i>Participation – Part 1</i>	Enter	.06	-.06	-4.13	.005
	<i>Participation – Part 4</i>	Enter	.21	.21	16	.001
	<i>Overall Perceptions</i>	Enter	.07	-.07	-5.37	.001
Age (most reliable predictor)	<i>Q. 43</i>	Stepwise	.11	.11	8.08	.001
	<i>Q. 44</i>	Stepwise	.02	-.15	-11.47	.001
	<i>Affective Commitment</i>	Stepwise	.11	.11	7.99	.001
	<i>Normative Commitment</i>	Stepwise	.11	.11	8.28	.001
	<i>Continuance Commitment</i>	Stepwise	.21	-.24	-16.05	.001
	<i>Part 1 – Subsystem Membership</i>	Enter	.07	-.07	-3.09	.002
	<i>Part 3 – Subsystem Membership</i>	Enter	.16	-.16	-8.98	.001
	<i>Part 4 – Participation</i>	Stepwise	.26	.26	20.05	.001
	<i>Communication</i>	Stepwise	.03	.03	2.12	.03
Grade	<i>Continuance Commitment</i>	Stepwise	.21	.11	7.47	.001
Duration (most reliable predictor)	<i>Reputation</i>	Stepwise	.08	-.08	-5.53	.001
	<i>Overall Perceptions</i>	Stepwise	.10	-.10	-7.50	.001
	<i>Part 1 - Participation</i>	Stepwise	.13	-.13	-9.68	.001

7.24. Comparisons to Gruen's Model

A comparison of the model of relationship marketing devised by Gruen (1997, 2000), and revised by Gruen et al. (2000), and the data obtained was undertaken using Amos v.5.0.1.

Initially, Gruen et al.'s (2000) final model was re-created (see Figure 7.7), and then the mean scores from the scale utilised in the study were calculated. In order to determine the goodness of fit of the data from the study to the model, scales were formed by combining responses to specific questions in the survey, to replicate as closely as possible the following components in Gruen's model:

- Participation (QQ. 95, 96, 97, 98, 99 and 100)
- Co-production (QQ. 102, 105 and 106)
- Core Service Performance – CSP - (QQ. 47 to 55)
- Member Interaction Enhancement – MIE - (QQ. 101, 113 and 116)
- Dissemination of Organisational Knowledge – DOS - (QQ. 111, 112, 114, 115)
- Rewards for Contributions – REC - (QQ. 104, 107 and 108)

The scale reliabilities for these items were calculated, and the resulting alpha values were: .69, .63, .76, .61 and .79. It was not possible to calculate the coefficient for REC due to negative covariance between the items. Re-calculation of REC was therefore undertaken including DK/NO responses, which yielded an alpha of .71. However, further calculation of the other scales including DK/NO scores, yielded lower coefficients. It was decided that due to the increased frequency of DK/NO responses to the REC items, that it would be beneficial to include these scores in assessment of the goodness of fit.

The *Commitment* (*Affective – AC, Normative – NC, and Continuance – CC*) scores obtained from the study were used without further manipulation as the scales utilised were the same as those from Gruen et al.'s study.

Any missing data were excluded from the analysis to permit modification indices to be calculated. Such calculation allows for the generation of the expected reduction in the overall model fit chi-square for each possible path that can be added to the model. As it is rare that a model fits well at first, model modification is often required to obtain a better fitting model (Arbuckle & Wothke, 1999).

Analysis revealed that the model was not a good fit as the chi-square was highly significant (1849.830, 27) $p < .001$ (see Figure 7.8). However, the chi-square is a test of absolute model fit and is sensitive to sample size and non-normality in the underlying distribution of the input variables (Kline, 1998). Moreover, Kline (1998) argued that the chi-square statistic has no upper bound rendering the interpretation of its values difficult. Given this uncertainty and unreliability of the chi-square statistic in large sample sizes (such as the ones employed in this study), descriptive fit statistics were also examined to assess the overall fit of the model (see Appendix 7.3). Nevertheless, the Comparative Fit Index (CFI), the Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA), all indicated that the model was not a good fit. Moreover, systematic testing of each of the predicted pathways, based on the modification indices calculated, provided further confirmatory evidence. The potential reasons

for these results will be considered at length, together with the other main findings of the study, in the discussion.

Figure 7.7 Replication of Gruen et al.'s (2000) Final Model (using Amos v.5.0.1)

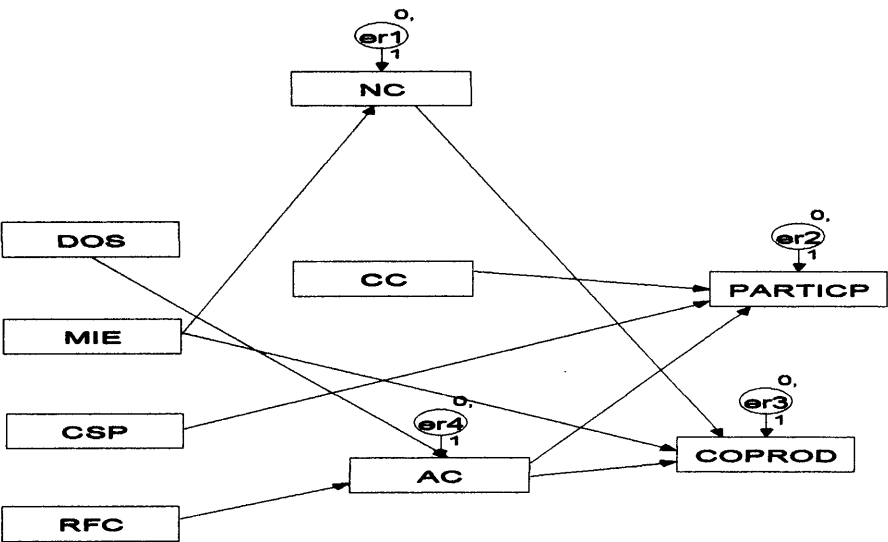
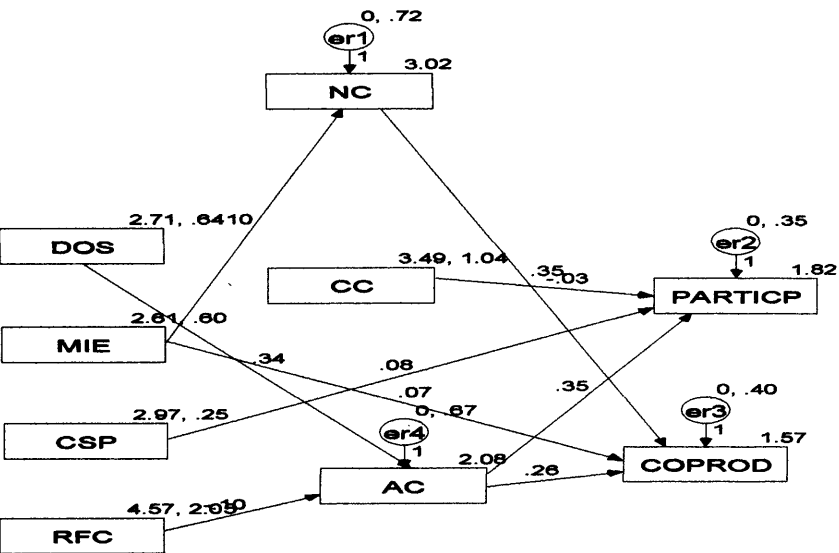


Figure 7.8 Results of Chi-Square Goodness of Fit Test (including modification indices)



CHAPTER EIGHT: Discussion and Critique – Relationship Marketing in a Paid Membership Organisation

This chapter discusses the main findings from the study of the membership organisation, examining its relationship marketing activities; its members' behaviour, commitment, perceptions and key motivations for joining and retaining membership, as outlined in Chapter 5, to identify dominant factors influencing these components.

8.1. Members' Behaviour

8.1.1. Retention, Joining and Affiliation Characteristics:

For the purpose of this study, the main grades of voting membership of the organisation were examined from Graduate membership through to Honorary Fellowship. However, as outlined in Chapter 7, Section 7.4.3., responses from Honorary Life members and Honorary Fellows were not examined further due to an erroneous number of respondents for these grades of membership.

The retention levels of all grades of membership were quite high, with over 80% of all grades and ages of respondents having been in membership for over 1 year. Overall, more than 60% of respondents had been members of the organisation for over 5 years, and over 40% had been members for more than 10 years. This is consistent with the pattern of retention for the entire membership as outlined in Section 7.4.4. in Chapter 7.

However, as noted in Chapter 5, one of the main drop-off periods appears at the point of the transfer from Student subscriber to Graduate member and for Graduate members three years post-graduation. Both of these periods are marked by noticeable increases in the subscription fee. The impact of this change in subscription fee is highlighted by the differences in responses to Q. 43: *I believe that membership of the Society is excellent value for money* between Under 25s and 26-35 year olds, with significantly higher levels of disagreement expressed by 26-35 year olds (most of which will have just recently received a 100% increase in their subscription

fee). Moreover, the impact of the level of subscription is also highlighted by the significant differences between the levels of agreement/disagreement expressed by older, more senior members (Over 65s and Fellows) compared to other age groups and grades. Following retirement, subscriptions fees are either reduced or waived (depending on whether 30 consecutive years of membership have been held), and as a result, the perceptions of *value for money* are likely to be influenced by this reduction for the Over 65s and more senior grades.

Differences in relation to Age, Grade and whether the individual is in employment or training as a psychologist are evident in relation to *joining characteristics* (reasons for joining), and also with respect to *reasons for retaining membership*. Generally, for older, more senior members (especially those in employment as a psychologist), membership is linked to a “sense of professional identity”, and perceptions that “being Registered is important”, as is adherence to, and protection by, the Code of Conduct.

As outlined in Chapter 5, the sense of affiliation to the organisation is likely to be influenced by the grade of membership held and the area of interest of the individual (i.e., whether membership has a professional purpose – needed for employment, CPD etc). Skarlicki et al. (2000) found that, in their study of the Canadian Psychological Association, *professional recognition* (“the extent to which membership of the CPA enhances one’s identity as a psychologist”, p. 72), was one of the five core factors determining the retention (and recruitment) of members. Moreover, Bhattacharya et al. (1995), Dutton et al. (1994) and Mael and Ashforth (1992) found that the stronger the affiliation between the member and the organisations’ interests, the stronger the members’ loyalty to the organisation. Evidence also suggests that the longer the duration of membership, the stronger this sense of affiliation will become. However, this sense of affiliation may be mediated by members’ *commitment* to the organisation and this will be returned to in Section 8.2.2.

Interest group participation is also an important factor with respect to *retention*. As outlined in Chapter 5, as membership of a SIG cannot be obtained without membership of the main

organisation, it may well be the members' sense of affiliation to the SIG that determines their decision to retain membership, rather than their commitment to the organisation as a whole (Campbell & Wilson, 1996). This importance of SIG membership to *retention* was confirmed in this study. With 51.6% of members of SIGs agreeing with the statement: *It is my membership of my subsystem that encourages me to retain my membership of the Society*, and 62% agreeing with the statement: *I identify with my subsystem more than the Society as a whole*. Respondents aged between 26-45 years were significantly more likely to agree with these statements than those aged Over 65. Chartered members were also significantly more likely to agree than Fellows, suggesting that SIG identification is more salient than identification with the main organisation, for these specific sub-groups of the organisation's membership.

8.1.2. Participation and Loyalty

The organisation provides a number of annual events that members may choose to participate in, from the annual conference to numerous SIG conferences and the AGM. However, the effectiveness of these opportunities will depend on their appeal to the membership, and in particular their appeal in contrast to the specialist SIG events and conferences. The survey responses highlighted that not only was there a lack of interest in the AGM, a low level of attendance of the annual conference (although, not necessarily accompanied by a lack of interest in it), and a low level of interest in participating in organisational activities, but that this was also mirrored by a lower level of participation in subsystem's AGMs and conferences than had been expected. Nevertheless, respondents indicated that they would encourage other psychologists to join the organisation and to join their subsystem, suggesting that participation and loyalty are not necessarily linked.

It is possible that the low levels of participation are due to a perception that insufficient local events are held for members (see also Section 8.1.3.). Indeed, consistent with the findings of Friedman and Mason (2003), responses indicating the *most important* aspects of the *participation* and *communication* sections revealed that regional events and involvement in the

organisation, together with geographical representation were most important to members. This suggests that the organisation is failing to provide members with sufficient opportunities to become involved in the organisation, and to actively participate in activities of both the main organisation and their local branch. Given the diversity of the organisation, this failure may have a profound effect on the development of the members' relationship with the organisation. "Association management often fails to understand that it should be actively seeking member participation so as to build value in the individuals relationship with the association" (Ferguson & Brown, 1991, p. 140).

With respect to loyalty, a significant effect of Age was found. Comparing the responses given in relation to the organisations *reputation, influence and standing* and *value for money*, these findings are consistent with the research of Friedman and Mason (2003). The researchers found a link between perceptions of *value for money* and the presence/absence of a strong positive organisational image (the way in which the organisation represents itself to the outside world). A link was also found between perceptions of the organisations *representations* vis-à-vis government and *value for money*. Accordingly, Over 65s were found to hold significantly more positive perceptions of the *reputation* of the organisation and its *representations* to government, and that this group was also more likely to give higher ratings in response to the statement *I believe that membership of the Society is excellent value for money*.

Moreover, Skarlicki et al. (2000) identified *advocacy* (the organisation's ability to speak on behalf of its members, to represent their interests and needs) was a key factor determining member recruitment and retention. Dutton et al. (1994) also found that positive construed external images of the organisation are more likely to lead to higher rates of participation and engagement with the organisation. Again, this is corroborated by the significant findings regarding Over 65s and Fellows, outlined above. Moreover, analyses of the *reputation* items selected as *most important* by respondents, revealed that *attention of government, national presence, and reputation with Society members* were of specific importance to members (despite a high proportion of DK/NO responses for the questions in the *reputation* section). In

addition, the significant positive correlation between *reputation* and *overall perceptions* further supports these findings.

Comments from members illustrate these points further:

"I'm very pleased that the Society is there as a professional organisation to represent my profession"

"If I didn't have a positive perception of the Society, I wouldn't be positive about myself"

"I believe that the reputation of the Society is better outside of it than inside. There seems to be quite a lack of respect for how the Society is run by its members"

"As a long-standing Fellow of the Society, I have no doubt of the Society's importance to me or on the development of the profession"

8.1.3. Co-production and Helping Behaviours

The organisation provides numerous opportunities for members to engage with it – from participation in leadership (being members of the Board of Trustees, the Representative Council or one of its Boards/Committees), to voting and putting forward proposals for new initiatives. However, from the overall responses to the survey, the frequency of DK/NO responses highlights both low levels of involvement and a lack of awareness or opinion. A higher proportion of “don’t know” or “no opinion” responses were given by Under 25s to the statement regarding “the ease of finding people willing to run the organisation” than those aged 56-65 years. This finding was also evident for Graduate members in comparison to Fellows. More “don’t know” or “no opinion” responses were elicited from both Graduate members and Chartered members with respect to “Board/Committee work” and any “significant advantage that may be obtained from such involvement”, than Fellows. Under 25s also gave more DK/NO responses concerning the “over reliance on volunteers” than those aged Over 65.

Nevertheless, as outlined in Section 8.1.2., significant differences of Age, Duration and Grade were revealed for specific *participation* items and indicated that some sub-groups of the membership are more likely to participate than others (with older, more senior members being

more likely to be involved than other ages and grades). Graduate and Chartered members were less likely to participate in ballots, or feel sufficiently aware to participate than Fellows. Graduate and Chartered members also agreed more strongly that insufficient regional events are held, in comparison to Fellows. Interesting, new members, whilst feeling less sufficiently aware of issues, were keener to be involved in the organisation's activities than respondents who had been members for 1-5 years. Whereas, members of over 10 years were found to be more positive regarding participation in ballots. Similarly, Over 65s were more likely to indicate participation in ballots etc. than Under 25s and 26-35 year olds. These findings should be of concern to the organisation with respect to the involvement of members, particularly those who have been members for five or so years in the Graduate and Chartered grades. The responses from these groups suggest that the organisation cannot continue to rely on a heavily committed, older membership.

Comments from members included:

"I think that most members should spend at least some time serving on committees (and other stuff) for their [organisation]. We are all busy but a lot doing a little goes a long way"

"Enjoyable, rewarding but hard work and makes great inroads into your personal life – becomes also a sense of duty".

8.2. Members' Attitudes

8.2.1. Satisfaction

Research by Bhattacharya (1998) and Gruen et al. (2000) has shown that satisfaction is more likely to influence a member's decision to renew in the first few years of membership than in later years. However, the effects of satisfaction may well be influenced by the reduced subscription fee that most new members may benefit from (for the first three years post-graduation).

The responses to QQ. 43 and 44 reflect respondents' perceptions of the *value for money* of membership. A third of all respondents agreed, disagreed and gave a neutral response.

Comments from respondents ranged from: *"I don't feel proud to be a Member, I feel overcharged"* to *"I get what I pay for, I pay for what I get"*. However, as outlined in Section 8.1.1., significant effects of Grade, Age and Duration revealed that Fellows, Under 25s, Over 65s, and new members feel that membership is excellent value for money compared to Chartered members, other age groups and 6-10 year members. Conversely, Chartered and Graduate members were more likely to agree that the subscription fees were too high, in comparison to Fellows.

It may be the case that older members of the organisation perceive the organisation as more *member-centric* than younger, less senior (but not newly joined) members, who may be more likely to perceive it as *organisation-centric*. A feeling of "what have you done for me lately" may therefore be more common for these members ("I pay my dues and I get services in exchange"– Gruen, 2000, p. 358). This is consistent with Gruen et al. (2000) who found that the *performance of core services* was linked to retention and was not mediated by *commitment*; younger, less senior members may be more focused on immediate service delivery.

As one member commented:

"The Society must be mindful of changing expectations of its members – no members = no Society"

These findings together with those relating to the perceptions of the process of applying and the main benefits of membership will be returned to in Section 8.3.2.

8.2.2. Commitment

Whilst *commitment* has been found to be a key factor influencing participation or loyalty, and co-production behaviours in professional membership organisations, Gruen (1997), Mackenzie et al. (1998) and Gruen et al. (2000) found no evidence that *commitment* is related to the *retention* of members. As the organisation is the only professional body of its kind for psychologists in the UK (despite the existence of a considerable number of other national and

international scientific/practitioner organisations covering the specialist fields of research and practice), it may be that (similar to the NALU in the USA – see Gruen, 1997, and Gruen et al., 2000; and other UK professional organisations – Friedman & Mason, 2003), *commitment* is not related to *retention* as a result of the lack of alternative choices of membership organisations for professionals in this area (as one member commented: “It’s the only show in town”). This is also confirmed by the responses to the *commitment* items.

Whilst, Over 65s and Fellows were found to have significantly higher levels of *affective commitment* (overall positive feelings about the organisation) and aspects of *normative commitment* (overall sense of obligation to the organisation); Under 35s, Under 45s, Graduate members, Chartered members and Associate Fellows were all found to have higher levels of *continuance commitment* (overall perceived costs of leaving membership). Moreover, members in training/employment as a psychologist were also more likely to agree with the statement: *Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now*, than those members who were not in employment or training as a psychologist.

The levels of *affective* and *normative commitment* have been found to have positive influences on participation, loyalty and co-production behaviours (involvement of members in development and production of the organisation’s key benefits and services – Gruen, 1997). Some members may become actively engaged in volunteer activities to help the organisation, as they feel that it is not currently serving their interests, and they wish to encourage and facilitate its development; others may participate as they feel it is part of their duty as a member (see O’Reilly & Chatman, 1986). Active participation and engagement with the organisation, in turn, leads to increased commitment to the organisation (Dutton et al., 1994). However, the continuation of this level of commitment and motivation to participate is dependent on the contributions made being publicly recognised (Gruen, 1997). (The impact of *rewards for contribution* will be discussed further in Section 8.3.3.).

However, in distinct contrast to previous research, *continuance commitment* was not found to relate to *participation/co-production* in this study. It is possible that the effect was mediated by the strength of the relational bond between the member and the organisation (Garbarino & Johnson, 1999). Those members with weak relational bonds may expect more immediate satisfaction with services in return for low levels of involvement – whereas, members with strong relational bonds are more likely to have higher levels of commitment and to be more actively involved (which in turn, further strengthens their commitment). In addition, as outlined in Section 8.1.2., given the more negative (and DK/NO) responses elicited in response to the *reputation* section by those found to have significantly higher levels of *continuance commitment* (Under 35s and Chartered members), it may be that their construed negative external image of the organisation has resulted in a lack of willingness to engage with or in the organisation (see Dutton et al., 1994; Kahn, 1990).

Alternatively, whilst some members may feel a strong sense of professional obligation to belong to the organisation (in order to gain recognition through Chartered status), they may feel that there is little choice regarding this, as it is the only professional organisation of its kind (for psychologists) in the UK. As a result, *continuance commitment* does not result in greater participation or co-production behaviours, as has been found in previous research, as the organisation is not perceived as representing or meeting their specialist needs and interests, which are better represented either internally (through SIGs) or externally (through other more specialist organisations). This is evident, not only from the responses regarding strong identification with SIGs as outlined in Section 8.1.1. previously, but also from the reasons elicited regarding membership of other organisations (as 22% of respondents indicated that the other organisation they were a member of was *more relevant to my specialist interests*).

Moreover, Friedman and Mason (2003) also found that for professional associations that can award a Chartered title to their eligible members, this level of professional recognition was highly valued. However, this value was not necessarily associated with a strong attachment to

that organisation. The differing levels of *continuance* and *affective commitment* for Chartered members are therefore highly consistent with Friedman and Mason's findings.

These findings are also congruous with the research conducted by Skarlicki et al. (2000) to identify the key factors determining why members of the Canadian Psychological Association choose to join, remain or leave membership. The researchers found that *outcomes* (referring to the perceived costs and benefits gained from CPA members, which relates to the need for individuals to identify a link between being a member of the CPA and the benefits received as a result), *professional recognition* (see Section 8.1.1.) and *advocacy* (see Section 8.1.2.) were three of the core factors influencing the recruitment and retention of members of the CPA.

8.2.3. Identification

As outlined in Section 8.1.1., SIG members clearly exhibited a stronger sense of identification with the SIG than with the organisation as a whole, and it was the main reason for retaining membership (their source of "a sense of belonging"– Garbarino & Johnson, 1999; and Dutton et al., 1994; Scott & Lane, 2000). Moreover, these two statements (QQ. 91 and 92) were also rated as the *most important* to members in the *subsystem membership* section. However, somewhat unexpectedly, this stronger sense of identity did not result in a higher level of participation in SIG events and conferences. Nevertheless, given the high levels of identification with SIGs and the proliferation of the number of SIGs within the organisation (currently 23 at the time of writing), such diversity of groups and of sources of identification has created an even more complex management situation for the organisation, as it must focus not only on its members' needs, but also the needs of the SIGs (see Friedman & Mason, 2003).

Importantly, this finding also highlights the need for the organisation to ensure that non-SIG members are supported and encouraged to become involved and more engaged in the organisation, to avoid (or overcome) any sense of disillusionment, isolation or disinterest in their needs. Over 65s, new members of the organisation, and those members not in employment or training as a psychologist, indicated that *a sense of belonging* was one of the

most important aspects of the *commitment* section. This suggests that the need to feel that you “belong” to the organisation is particularly important to those members who may not otherwise have as clear an identity either within the main organisation, or as part of a sub-group (SIG).

Members commented:

“The Society has a great deal of personal meaning for me”

“I don’t feel attached but I would like to. Give me a reason to be so!”

Scott and Lane (2000) proposed that if members develop a low sense of identification with the organisation, they “... may continue in an exchange relationship with the organisation, but with reduced trust and supportive of the organisation’s goals only to the extent that it benefits the self” (p. 52). This may well be true for both non-SIG (as illustrated in Section 8.1.3.) and SIG members. As whilst strongly identifying with the SIG, SIG members may be unlikely to also identify with the main organisation. As a result, membership of the main organisation may become perceived as unnecessary and irrelevant (but must be held in order to benefit from membership of the SIG), and the level of involvement and engagement with it is minimised and only occurs when it is considered absolutely necessary.

8.2.4. Member Interdependence

The value of the liaisons and exchanges between members is an important consideration for the organisation (“mutual value creation” – Gruen, 1995; see also Vargo & Lusch, 2004), as evidence suggests that members who gain value from the membership by whatever means, are less likely to leave the organisation. According to Gruen (2000), increased *member interdependence* is related to increased *participation* and *co-production* behaviours “because these are the vehicles through which they can obtain the value of interdependence activities” (p. 372). Moreover, Gruen et al. (2000) proposed that high levels of *member interdependence* are likely to result in high levels of *normative commitment* (one’s sense of obligation to other members).

As outlined in Sections 8.1.3. and 8.2.2., the higher levels of *participation* and *co-production* behaviours, together with associated higher levels of *normative commitment* in older members of the organisation are consistent with the research of Gruen (2000) and Gruen et al. (2000). This findings and the importance of *member interdependence* will be considered further in Section 8.3.1.

8.3. Organisational Activities

8.3.1. Member Interaction Enhancement

Many of the organisation's main events are geared towards encouraging and facilitating the development of networking and contacts between members. Nevertheless, respondents indicated that the organisation could do a lot more to facilitate and encourage this interaction and networking (although Over 65s and Fellows were significantly less likely to agree as strongly as other grades and age groups).

The importance of providing opportunities for members to engage with one another should not be under-estimated. The more that members interact with each other, the more likely it is that they will define themselves as part of the organisation. The provision of an annual meeting, a useful and effective website etc. can all present such opportunities. "Encouraging and eliciting members' participation is also essential to members' perceptions of the value of association membership. Unlike tangible goods, a membership cannot be touched, handled or tasted; it must be experienced" (Ferguson & Brown, 1991, p. 142). However, given that respondents have indicated a lack of attendance at the AGM and conferences of both the main organisation and SIGs (see Sections 8.1.2. and 8.1.3.), it is clear that the organisation needs to develop more effective and strategic means of supporting and engaging with its members. This is particularly significant as the overall importance of the organisation's communication with and dissemination of information to, and between, its members was rated as *important/most important* by 72.6% of respondents. Moreover, *facilitating and encouraging opportunities for networking and interaction between members* was selected as the *most important* item in the *communication* section.

Again, these findings are consistent with the research of Skarlicki et al. (2000), as the Canadian Psychological Association *convention* (its annual meeting) was found to be one of the core factors influencing the recruitment and retention of members, and was linked to the need to ensure that opportunities for *member interaction enhancement* are not only available and accessible to all members, but are also perceived as worthwhile.

8.3.2. Performance of Core Services

Research by Gruen (1997), Gruen et al. (2000) and Friedman and Mason (2003) has demonstrated that the *performance of core services* has a significant influence on the level of members' *satisfaction*, as well as *member interdependence* and *commitment* (although member's commitment to and involvement in the organisation's SIGs may be an important mediating factor).

Differences in the process of applying for membership were found for both overall membership of the organisation and subsystem membership (see Sections 7.6. and 7.9. of Chapter 7). Older members rated the experience more positively than newer, younger members (although newer members indicated receiving more prompt responses in relation to requests for application packs). Whilst the majority of applications for membership are handled in the same prompt, efficient and standardised way, it is the way in which non-standard matters are dealt with that often reflect on the organisation's reputation (Ferguson & Brown, 1991). Recent research has shown that there is a link between the membership programme itself and the benefits offered (core service delivery). This relates to the importance of ensuring that the process of becoming a member, and the treatment of the member once membership is granted, is well managed. If it is not, it may well have a fundamentally negative impact on the perceptions of being a member, regardless of the quality of the benefits themselves (Gruen, 2000). If a member's first experience of the organisation is negative this may well continue to influence their perceptions of the organisation and its benefits, even if subsequent experiences are more positive. As one respondent indicated "*First impressions are very important, as they tend to stick*". Friedman

and Mason (2003) also found that being seen to provide a good service is as important as it is to actually be providing a good service.

Fellows reported higher ratings for the overall customer service provision of the organisation, compared to Chartered members (despite a generally high level of satisfaction expressed overall by respondents). However, individual comments from respondents revealed that the levels of customer service experienced vary greatly from member to member (and also on different occasions, for individual members).

Research by Bhattacharya (1998) and Friedman and Mason (2003) showed that professional membership organisations tend to provide more intangible services than direct and visible benefits of membership. However, it is clear from their responses that respondents were more able to comment on the more tangible and direct benefits of membership (such as *The Psychologist* and the Appointments Memo). It may be that the perceptions of *value for money* were negatively influenced by a lack of awareness of the full benefits of membership, and specifically, the intangible benefits (particularly in younger newer members, compared to older more senior members).

This lack of awareness is evident from the comments of some members:

"Taking part in this survey has made me realise that I am not taking full advantage of my membership... thank you!"

"I am not sure of the benefits of being a member"

Both Friedman and Mason (2003) and Yorke (2001) reported that due to considerable amounts of *ad-hoc* expansion of membership services, weak and mixed messages regarding the clear benefits of membership can result. Members should be regularly reminded of what is available to them and how to obtain it. "Associations often relinquish responsibility for helping members realise the value of membership and abdicate the responsibility to the individual members" (Ferguson & Brown, 1991, p. 140).

8.3.3. Rewards for Contributions

Responses highlight a lack of awareness of the recognition of the contributions of volunteer members, both by the main organisation and by SIGs. Responses to specific questions in the *participation* section reveal a high proportion of DK/NO responses to items relating to the “ease of finding volunteer members to participate in the running of the organisation”, the “rewards of participating in Boards/Committees”, the “advantages of getting involved”, and whether the organisation is “overly reliant on volunteers” (with the exception of Over 65s who were more significantly more positive regarding involvement in Boards/Committees than other age groups).

Members of the organisation receive reimbursement for travel and subsistence expenses but do not receive any direct payment or *rewards for (their) contributions*. The organisation has found that it is becoming increasingly difficult to fill vacancies on its Boards and Committees. This may be evidence of an increase in the external commitments of members, a general disillusionment with the organisation, or unwillingness to contribute for little or no reward. This is consistent with the review of professional organisations in the UK conducted by Friedman and Mason (2003), who found that in order for the commitment and dedication of members to be maintained, recognition and support from the organisation is critical. The researchers also found evidence that the recruitment of volunteers for governance-related activities is becoming increasingly difficult, and that this has resulted in an increase in paid professional staff. Friedman and Mason argued that such a change in the membership relationship is highly likely to have a marked effect on member expectations and perceptions of the organisation’s delivery of service, in return for what might have become a quite sizable subscription fee.

Such an impact is evident from the items selected as most important in the *participation* section by Chartered members, members aged between 36-55 years, non-SIG members, those in employment/training, and members of over 10 years, who selected *over reliance on volunteers* as being one of the most important aspects.

Gruen et al. (2000) also found that *rewards for contributions* had a positive influence on *affective commitment*. It is suggested that this is due to *rewards for contributions* reflecting the organisation's commitment to its contributing members. It is therefore possible that the levels of DK/NO responses regarding voluntary activities within the organisation are indicative of either, the organisation's failure to adequately acknowledge the contributions of its volunteer members (or to publicise such acknowledgements), or alternatively, a failure to give any acknowledgement at all. Given that older members appear to be more positive about such involvement, it may be the case that it is a communication and dissemination failure, rather than a complete failure to acknowledge the contributions of members.

Members commented:

"I have served on various Society committees and working parties over the years. I'm afraid I can't say that I found this work to be particularly valued either within the [organisation] or by my peers"

"I feel that it is the "right" thing to do to contribute to the Society but many volunteers do not get full recognition for their efforts"

These results and comments highlight the importance of acknowledging the contributions of volunteer members and the impact of *rewards for contributions* on members' willingness to participate and engage in co-production behaviours.

8.3.4. Dissemination of Organisational Knowledge

Significant differences between Over 65s and 36-45 years and 46-55 years revealed that the younger members feel that the organisation's main forms of *communication* could be significantly improved. Moreover, the significant effects of Age, Duration and Grade with respect to Q. 97: *I do not feel that I am sufficiently aware of the Society's activities to participate in ballots of the membership* highlights that the effectiveness of the organisation's communications with its members requires improvement (and this is further confirmed by a

significant difference of Age on the responses to Q. 111 in the *communication* section, together with the significant effects of Age and Grade on specific items in the *overall perceptions* scale). Moreover, *improving the main forms of communication* was selected as the *most important* aspect of the *communication* section.

The effectiveness of an organisation's communications with its members and its dissemination of organisational knowledge is of paramount importance to strengthen the relationship between the member and the organisation, and is therefore likely to lead to a higher level of commitment (Gruen, 2000). Getting to know the organisation's aims and objectives, culture, history, politics and personnel, are an integral part of gaining a sense of one's membership and what it means to be a member. This "member socialisation" (Chao et al., 1994) is crucial to ensure that full involvement as a member is possible. As outlined previously, Gruen et al. (2000) found that there is a significant relationship between the effective *dissemination of organisational knowledge* and *affective commitment*, demonstrating the importance of not just communicating with members but also of making efforts to get the individual emotionally and intellectually "closer to the organisation". The significant correlation between responses on the *communication* and *overall perceptions* scales is indicative of this importance of "member socialisation" through the active dissemination of organisational information using effective means of communication, and its impact on members' perceptions of the organisation.

Moreover, Skarlicki et al. (2000) found that perceived *organisational justice* (relating to the level of consultation with members to ensure that all views are taken into account) was a critical factor regarding the retention of members. Organisations need "to find ways to ensure that members perceive their views to be taken into account when policy decisions are made" (Skarlicki et al., 2000, p. 72). The overall responses to Q. 115 (*I feel that my views are taken into account by the BPS*) were very mixed, indicating that the organisation needs to improve its level of consultation with and feedback to its members. Friedman and Mason (2003) concluded that short, relevant communications are the most effective means of disseminating information to the membership.

The inadequacies of current forms of communication are further illustrated by these comments from members:

"I feel that I am often in the dark regarding what the [organisation] does"

"I do not know what I do not know"

"Despite having been a member for over 10 years, I know very little about the [organisation]"

"My perception of the [organisation] is that it appears a closed shop. I have little idea of what the staff actually do, what the strategic plan is, what developments are being made, and how members contribute"

8.4. Comparison to Previous Research

Many of the findings from this study are highly consistent with previous research on relationship marketing in paid membership organisations (such as Bhattacharya, 1998; Friedman & Mason, 2003; Gruen, 1997, 2000; Gruen et al., 2000; Skarlicki et al., 2000).

Despite a poor goodness of fit of the data with respect to the model of relationship marketing devised by Gruen (1997, 2000) and Gruen et al. (2000), corroboration of the various components of these models has been found.

For this organisation, there is a clear significant effect of Age, Grade and Duration (and a positive relationship between these variables) on *subscriptions fees, commitment, reputation, subsystem (SIG) identification, participation, communication and overall perceptions*, summarised as:

- Longstanding, older, more senior members exhibited higher levels of *normative and affective commitment*, were more positive regarding the *reputation, standing and influence of the organisation*, and held more positive *overall perceptions*. They exhibited high rates of *participation and co-production behaviours*, perceived membership as excellent value for money, and were less likely to identify with a SIG than the main organisation.

- Members of the organisation for between 1-10 years, the middle grades of membership (Graduate and Chartered) and those aged between 26 and 55 exhibited higher levels of *continuance commitment*, were more negative regarding the organisation's *reputation, standing and influence* and held more negative *overall perceptions*. They perceived the subscription rates as being too high for the benefits received in return, had low rates of *participation* and *co-production behaviours* (even within SIGs), and were more likely to identify with their SIG than the organisation as a whole.
- New members, specifically those aged Under 25 exhibited a general lack of awareness of the organisation, of how to become involved and what the main benefits of membership were (characterised by more DK and NO responses). However, they also exhibited a keenness to become involved and were more positive regarding the *value for money* of membership than the above "middle" group of members.

Numerous aspects of the model proposed by Gruen (1997, 2000) and revised by Gruen et al. (2000) are therefore supported, mediated by Age, Grade and Duration:

- The relationship between the *performance of core services* and *retention*
- The relationship between the *performance of core services* and *participation*
- The relationship between *normative commitment* and *membership interaction enhancement* and *co-production behaviours*
- The relationship between *affective commitment* and *co-production behaviours*
- The absence of a link between *retention* and *commitment* (the *duration* of membership did not have a significant effect on *commitment*)
- The relationship between the *dissemination of organisational knowledge* and *commitment*

However, no link between *continuance commitment* and *participation* was found in this study. It is suggested that any link between these two variables was influenced by negative construed external images (in accordance with Dutton et al., 1994), resulting in a lack of desire or willingness to become involved with or engaged in the organisation (on the basis of the

negative responses regarding the *reputation* and *overall perceptions* of the organisation elicited by those sub-groups (Under 35s and Chartered members). Alternatively, this result may be due to members feeling a professional obligation to belong to the organisation, but that their interests are better represented by, or are more relevant to, other more specialist internal groups or external organisations.

Research of Bhattacharya (1998), Bhattacharya et al. (1995), Dutton et al. (1994) and Garbarino and Johnson (1999) regarding the impact of shared interests on organisational affiliation and identification, SIG membership on identification/self-categorisation (development of a “sense of belonging”), the strength of the relational bond, commitment and participation are also consistent with the findings of this study.

The outcomes of the study of Friedman and Mason (2003) on professional membership organisations are also corroborated with respect to the links between perceived value for money, the image of the organisation and its representations to government. The importance of communicating the main benefits of membership to the members, and the impact of over-reliance on volunteers resulting in the increased use of paid staff etc. are also confirmed.

Finally, the impact of *professional recognition*, *advocacy*, *organisational justice*, *convention* and *outcomes* on the recruitment and retention of members, as identified by Skalicki et al. (2000) in relation to the Canadian Psychological Association, are also supported by this study.

The failure of the data to fit the models of Gruen (1997, 2000) and Gruen et al. (2000) may have resulted from a number of factors:

- The study was not intended to be a direct replication of this research, although some of the scales and concepts were used as a basis for the development of an evaluation tool for a specific membership organisation. However, the questionnaire was developed following informal interviews with members of the organisation and consultation with SMEs, to evaluate key aspects of that specific organisation. The *commitment* scales

were re-worded to increase their relevance to the organisation, and other existing scales (such as the customer service evaluation scale – devised by Brady et al., 2002; and elements of the questionnaire developed by Skarlicki et al., 2000 – regarding the external reputation of the organisation) were also used in the final instrument. The content of many of the scales in this study, therefore, differed substantially from the data collection measures utilised in Gruen's work.

- In this study, Age, Grade and Duration had a clear mediatory effect on the direct effects of many of the variables in Gruen's model.

Importantly, the level of measurement differs between the two studies: Gruen et al. (2000) examines the relationships of the various factors at group (Chapter) level whereas this study considers the same issues at the individual member level.

The methodology used by Gruen et al. (2000) replicated that used by Gruen (1997) in which individual member responses were aggregated to provide Chapter-level scores for each of the 150 Chapters of the NALU. Gruen et al. (2000) argued that the examination of organisational units, as opposed to individual members, allows the more direct identification of what constitutes successful relationship marketing strategies; as such strategies tend to be more targeted at membership groups than individuals. "Studies that focus on explaining the differences in the reactions of different customers to a single organization are valuable because they examine different, though related, research questions; however, more studies that address organizational units are needed" (p. 48). Indeed, very few studies have included an examination of both individual-level and group-level factors. Nevertheless, the work that has been conducted so far has highlighted different influences of these individual-level and group-level factors in relation to *retention*. For example, O'Reilly et al. (1989) found that social integration (or "cohesiveness" – Shaw, 1981), defined as "the degree to which members of a group are attracted to each other" (p. 213), had a moderating effect on group-level process relating to *retention*. However, this group-level process was found to be not simply just an

aggregate of individual-level processes, as individual-level social integration had no significant effect on *retention*.

Furthermore, Ahearne et al. (2002) also argued that whilst much research on *retention* has focussed on individual-level measurement, as members tend to also belong to formal groups within organisations, the examination of these group-level variables and how they affect the way in which individual-level variables impact on *retention*, is also important. In assessing this impact, Ahearne et al. used both individual- and group-level variables derived from the research of Gruen et al. (2000). The individual-level variables were:

- *Interdependence*
- *Participation*
- *Being recognised (or rewards for contributions)*
- *Volunteering (or co-production behaviours)*
- *Feeling informed*
- *Length (duration) of membership*
- *Identification*

The group-level variables were:

- *Core services performance* (defined as “the quality and the planning of the association’s primary services”, p. 10)
- *Frequency of meetings* (the quantity of primary benefits)
- *Communication to members* (including *dissemination of organisational knowledge*)
- *Recognition of members (or rewards for contributions)*
- *Value of Benefits* (of membership)
- *Volunteerism Norm* (“the general level that the membership is willing to shoulder the work of the association”, p. 11)
- *Image enhancement efforts* (defined as “the degree that the association actively promotes the interests of the membership to its relevant publics”, p. 11).

Using a Bayesian approach to model selection – reversible jump methods – (Green, 1995), Ahearne et al. found evidence of a number of different influences of group-level factors (either positively or negatively) on the impact of individual-level variables on *retention*. For example, a negative interaction was found between *core services performance* and *being recognised* and a positive interaction between the *value of benefits* and *being recognised*. The researchers suggested that the former effect could be due to *core services performance* counteracting the need to be *recognised/rewarded for contributions*; whereas for the latter finding, members' perceptions of the *value of the benefits of membership* increases the effect of *being recognised*. Ahearne et al. concluded that "being able to specifically link the group-level variables with the individual factors provides managers [with] an enhanced understanding of the ways that their retention marketing efforts actually impact retention" (p. 20).

This approach clearly has much to offer organisations in effectively evaluating the success of their relationship marketing activities in eliciting the desired membership behaviours from both individual members and groups of members.

Interestingly, Gruen et al. (2000) noted that the control factors used in their study of the NALU indicated that the inclusion of "organizational demographic factors as group-level variables, and further research using additional organizational demographic characteristics may provide deeper insight on membership retention (e.g., distribution of membership duration in the organization, age distribution in the organization). Studies that directly address the role that organizational demographic factors play in membership behaviours will shed important light in this area" (p. 47).

In this study, the impact of such organisational demographic factors (as group-level variables) is highlighted by the significant main effects of Age, Grade and Duration of membership (as outlined throughout in this chapter). Averaging the responses of members in each of the main Age, Grade and Duration respondent sub-groups provided strong evidence of the differing

characteristics of these sub-groups of the membership, and highlighted the need for the organisation to develop specific strategies to target those particular sub-groups. These findings clearly support the arguments in favour of the inclusion of organisational demographic factors in such research.

8.5. Methodological Review

Returning to the research on the cognitive psychology of survey responding outlined and reviewed in Chapter 1, the questionnaire design and effectiveness of the instrument will be reviewed.

8.5.1. Scale Reliabilities

The scale reliabilities for the *subscription fees, customer service quality, affective, normative and continuance commitment, reputation, subsystem membership, communication and overall perceptions* showed consistently high alpha coefficients throughout the piloting and refinement stages, as well as in the final study. Following refinement, the alpha coefficient generated for the *participation* scale, also confirmed the adequacy of the internal reliability of the instrument.

8.5.2. Terminology, Structure and Format

The instrument was devised following thorough piloting with numerous representative samples of the organisation's membership, to attempt to ensure ease of comprehension and completion of the questionnaire, as the impact of unfamiliar or ambiguous terms on the responses elicited by surveys is well documented (see research by Sudman et al., 1996; Tourangeau et al., 2000). The main content of the survey was devised from the informal interviews, short questionnaires and consultation with SMEs, which was then tested and further refined following three pilot studies of the organisations membership, therefore, the incidence of misleading or erroneous terminology, was greatly reduced. However, as some of the terms used required a degree of knowledge of the organisation, it is possible that some respondents may have encountered a little difficulty in responding to specific questions, simply due to a lack of awareness or

experience. The inclusion of a *don't know* response option should, however, have prevented this lack of knowledge producing a biased or incorrect response.

Indeed, certain sections (such as the *process of becoming a member, contacting the Society, membership of a subsystem, benefits of membership and customer service quality*) all required at least minimal experience of the organisation. However, clear instructions were provided to enable respondents with no recent or relevant experience to either skip the entire section or individual questions. In addition, *don't know* or *no opinion* responses were provided in the rating scales for these sections.

Foddy (1993) emphasised the importance of establishing relevance to the respondent, and to confirm the acceptability of DK/NO responses. Moreover, Andrews (1984) advocated the use of explicit DK response options, and argued that it was associated with better data and higher validity. This is strongly supported by Oppenheim (1992), amongst others. However, other researchers have questioned the usefulness of the inclusion of DK responses (see Fowler & Cannell, 1996; Krosnick & Fabrigar, 1997; Krosnick et al., 2002). Nevertheless, the inclusion of such responses, when accompanied by clear instructions to the respondent regarding the acceptability of DK responses, and particularly if a DK response is preferable to a wild guess, has been strongly advocated by Beatty et al. (1998).

8.5.3. Rating Scales

The use of a seven-point, fully labelled scale, including explicit DK/NO options was supported, as the responses elicited utilised the full range of the scale. However, careful consideration was given to the frequency of DK/NO responses when assessing mean differences between sub-groups, due to any artificial inflation of the mean that may have resulted from a high proportion of DK/NO responses. Such a high occurrence of DK/NO responses was particularly informative, however, specifically in relation to the *dissemination of organisational knowledge, participation/co-production behaviours and rewards for contributions* and ensured that

respondents could identify a relevant response option, as outlined in Section 8.5.2. (Foddy, 1993).

8.5.4. Importance Measures

The inclusion of the secondary importance questions at the end of each sub-section of Section G allowed for the identification of key aspects of *commitment, reputation, subsystem membership, participation, communication* and *overall perceptions* which may require strategic review and improvement by the organisation. In terms of targeting relationship marketing activities, such information is of paramount importance. However, this section would have been substantially improved by asking respondents to simply provide the relevant statement number (or tick an appropriate box) rather than permitting an open-ended response which then had to be carefully examined and re-coded to enable the analysis of the *most important* aspects to be conducted.

Nevertheless, the two-stage Likert scale advocated by Albaum (1997), developed by Mager and Kluge (1987), and adapted for use in *ASQ* (as outlined in Chapter 3), to measure the direction and intensity of the attitude/opinion, should be adopted whenever practical (see also Carman, 1990; Schuman & Presser, 1986; and Smith, 1995). Unfortunately, as outlined in Chapter 6, its use was prohibited in this questionnaire by the overall length of the final instrument.

8.5.5. Respondent Factors and Length of the Instrument

There is a strong body of evidence demonstrating the impact of the mood of the respondent on the responses elicited (see for e.g., Schwarz et al., 1991; Strack et al., 1985). Accordingly, it is highly likely that if a respondent felt particularly negative (or positive) towards the organisation, this will have affected their responses to the questionnaire. Furthermore, even if such mood states were not present during initial completion of the questionnaire, if a specific question had elicited a particular emotional response; this is also highly likely to have influenced subsequent responses. However, given that the purpose of the instrument was to

elicit perceptions of the organisation, such elicitation of mood states was not considered problematic.

Moreover, given the length of the instrument, it is possible that some respondents may have adopted a *satisficing* strategy (Krosnick, 1991) to minimise the length of time taken to complete the questionnaire. It is indeed possible that some respondents may have adopted such a strong satisficing strategy (in which either DK or a neutral response is consistently selected). However, as outlined in the Chapter 7 and Section 8.5.3. above, the range of responses suggest that despite a slight bias of central tendency (toward scale point 3 – neutral), the full range of the scale was used by respondents overall (based on the frequency of responses in each of the response categories). In addition, respondent fatigue rates appeared to be quite low, with only 4% of respondents failing to complete the final main section of the questionnaire.

8.6. Further Research

This study, as with all research, has its limitations. The membership survey was specifically designed for a particular professional membership organisation, and as such, some caution must be exercised in generalising the findings beyond this context. Nevertheless, as outlined earlier in this chapter, a number of the findings are highly consistent with previous research in relationship marketing in professional paid membership organisations. Furthermore, key significant findings were also made with respect to specific characteristics of sub-groups of the organisation's membership (in particular, Age, Grade, and Duration).

Notwithstanding the limitations of the study, the scales developed could be modified and used in further evaluations of additional membership organisations to determine their validity and applicability in these broader contexts.

Additional further research is also required in the following areas:

- A direct replication of the models and research of Gruen (1997, 2000) and Gruen et al. (2000), to enable more accurate and straightforward comparisons of the data obtained.

This could also include an examination of the impact of both individual-level and group-level variables (as highlighted by the recent research by Ahearne et al., 2002); and organisational demographic factors (as suggested by Gruen et al., 2000).

- Further examination of the impact of SIG membership and of membership of other more specialist organisations on *commitment*, *participation* and *co-production behaviours*, as the level of complexity of the structure of the main membership organisation and its ability to meet the specialist needs of its members seem to have a marked impact on members' levels of *identification* with and *commitment* to the organisation, which in turn, influences members' *participation* and *co-production behaviours*.
- The apparent decline in volunteering members (*co-production behaviours*) and the impact of *rewards for contributions*.
- Potential strategies for increasing *participation*. Recent research by Arnett et al. (2003) has highlighted the importance of "identity salience". Burke (2000) and Laverie and Arnett (2000) argued that salient identities have more meaning for the individual and that as a result, the individual is more likely to engage in identity-related behaviours. Moreover, individuals with salient identities are more likely to seek out opportunities to enhance this identity, and provided such opportunities are presented, this in turn, further enhances the identity. Arnett et al.'s research suggested that relationship marketing success can be increased through the development of strong bonds between the identities of the organisation and its members. Further research into the development of such "salient identities" is therefore required to support organisations in improving the success of their marketing relationship activities.
- The impact of the image of governing board of the organisation on member's *identification*. Research by Scott and Lane (2000) demonstrated the importance of the image of key personnel in the organisation, suggesting that such visible individuals become *the organisation* for outsiders. Moreover, members of the governing boards have a tendency to adopt a definition of themselves as "insiders" and of other members as "outsiders", depending on the extent of their identification with the organisations

identity (Golden-Biddle & Rao, 1997). Given that respondents in this study indicated a low level of awareness of Board/Committee work etc., further evaluation of the impact of the image of the governing board and its members, may highlight that this is a key factor influencing members' *identification* with the organisation. It is of relevance to note here, that in the development of the questionnaire, a specific question regarding awareness of the identity of the Honorary Officers of the organisation was deleted due to the high proportions of respondents agreeing that they did not know the identity of the Honorary Officers (70.5%, 78.2%, and 87.5% in Pilot A, B and C respectively), which negatively influenced the alpha values obtained for Section G.5 – *communication*.

- And finally, the impact of the introduction of a competitor membership organisation. At the time of writing, a draft statutory order is awaiting public consultation and a hearing in Parliament. If approved, this proposal will result in the statutory regulation of the profession of psychology by a separate regulatory body. The impact of this development on the size of the organisation's membership could be profound, as it will cease to be the sole registration body for psychologists, and the statutory requirement for registration for employment purposes will be the responsibility of another organisation. As a result, the current high levels of *continuance commitment* (within specific sub-groups of the membership) may change markedly, and the size of the membership may consequently sharply decline. It is therefore important that the organisation carefully considers the outcomes of this study, and implements new strategies to increase levels of *identification*, *commitment* and *participation* in the organisation. "The main obstacle to an association reaching its objectives is not lack of members but poor member involvement and retention" (Ferguson & Brown, 1991 p. 139). SIG membership may therefore become critical to its survival, as the regulatory body will have no provisions for such specialist interest support.

There is much research left to be undertaken in the area of relationship marketing and non-profit paid membership organisations, to account for the complex interplay of factors that

influence the organisation and its members' activities, behaviours and attitudes. As evidenced by this study, the development of effective and reliable evaluative tools (i.e., surveys and questionnaires) is fundamentally important to this research, and the cognitive psychology literature provides a substantial body of evidence from which significant contributions to the development of such evaluative techniques can be made.

APPENDIX

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- 3.2 ASQ**
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- 7.2 Overall Responses to Questionnaire**

SERVICE QUALITY (SERVQUAL)

PART ONE

INSTRUCTIONS: Based on your experiences as a customer of fast food restaurants, please think about the kind of fast food restaurant that would deliver an excellent quality of fast food service. Think about the kind of fast food restaurant with which you would be pleased to purchase food and/or drink from. Please show the extent to which you think such a fast food restaurant would possess the feature described by each statement. If you feel a feature is *not at all essential* for excellent fast food restaurants such as the one you have in mind, circle the number "1". If you feel that the feature is *absolutely essential* for excellent fast food restaurants, circle the number "7". If your feelings are less strong, circle one of the numbers in the middle. There are no right or wrong answers – all I am interested in is a number that truly reflects your feelings regarding fast food restaurants that would deliver an excellent quality of service.

E1 Excellent fast food restaurants will have modern looking equipment

1 2 3 4 5 6 7
strongly disagree strongly agree

E2 The physical facilities (including the service counter and dining area) at excellent fast food restaurants will be visually appealing

1 2 3 4 5 6 7
strongly disagree strongly agree

E3 Employees of excellent fast food restaurants will be neat in their appearance

1 2 3 4 5 6 7
strongly disagree strongly agree

E4 Materials associated with the service (such as advertising pamphlets and posters) will be visually appealing in an excellent fast food restaurant

1 2 3 4 5 6 7
strongly disagree strongly agree

E5 When excellent fast food restaurants promise to do something by a certain time, they will do so

1 2 3 4 5 6 7
strongly disagree strongly agree

E6 When customers have a problem, excellent fast food restaurants will show a sincere interest in solving it

1 2 3 4 5 6 7
strongly disagree strongly agree

E7 Excellent fast food restaurants will perform the service right first time

1 2 3 4 5 6 7
strongly disagree strongly agree

E8 Excellent fast food restaurants will provide their services at the time they promise to do so

1 2 3 4 5 6 7
strongly disagree strongly agree

E9 Employees of excellent fast food restaurants will tell customers exactly when the services will be performed

1 2 3 4 5 6 7
strongly disagree strongly agree

E10 Employees of fast food restaurants will give prompt service to customers

1 2 3 4 5 6 7
strongly disagree strongly agree

E11 Employees of excellent fast food restaurants will always be willing to help customers

1 2 3 4 5 6 7
strongly disagree strongly agree

E12 Employees of excellent fast food restaurants will never be too busy to respond to customer's requests

1 2 3 4 5 6 7
strongly disagree strongly agree

E13 The behaviour of employees of fast food restaurants will instil confidence in customers

1 2 3 4 5 6 7
strongly disagree strongly agree

E14 Employees of excellent fast food restaurants will be consistently courteous to customers

1 2 3 4 5 6 7
strongly disagree strongly agree

E15 Employees of excellent fast food restaurants will have the knowledge to answer customer questions

1 2 3 4 5 6 7
strongly disagree strongly agree

1 2 3 4 5 6 7
strongly disagree strongly agree

1 2 3 4 5 6 7
strongly disagree strongly agree

1 2 3 4 5 6 7
strongly disagree strongly agree

1 2 3 4 5 6 7
strongly disagree strongly agree

1 2 3 4 5 6 7
strongly disagree strongly agree

P8 The restaurant provides its services at the time it promises to do so

1 2 3 4 5 6 7
strongly disagree strongly agree

P9 Employees of the restaurant tell you exactly when the services will be delivered

1 2 3 4 5 6 7
strongly disagree strongly agree

P10 Employees of the restaurant give you prompt service

1 2 3 4 5 6 7
strongly disagree strongly agree

P11 Employees of the restaurant are always willing to help you

1 2 3 4 5 6 7
strongly disagree strongly agree

P12 Employees of the restaurant are never too busy to respond to your requests

1 2 3 4 5 6 7
strongly disagree strongly agree

P13 The behaviour of employees at the restaurant instils confidence in customers

1 2 3 4 5 6 7
strongly disagree strongly agree

P14 Employees of the restaurant are consistently courteous to you

1 2 3 4 5 6 7
strongly disagree strongly agree

P15 Employees of the restaurant have the knowledge to answer your questions

1 2 3 4 5 6 7
strongly disagree strongly agree

P16 The restaurant gives you individual attention

1 2 3 4 5 6 7
strongly disagree strongly agree

P17 The restaurant has operating hours convenient to all its customers

1 2 3 4 5 6 7
strongly disagree strongly agree

P18 The restaurant has employees who give you personal attention

1 2 3 4 5 6 7
strongly disagree strongly agree

P19 The restaurant has your best interests at heart

1 2 3 4 5 6 7
strongly disagree strongly agree

P20 Employees of the restaurant understand your specific needs

1 2 3 4 5 6 7
strongly disagree strongly agree

INSTRUCTIONS: Listed below are five features relating to fast food restaurants. I would like to know how important each of these features is to you when you evaluate a fast food restaurants quality of service. Please allocate a total of 100 points among the five features *according to how important each feature is to you* – the more important a feature is to you, the more points you should allocate to it. Please ensure that the points you allocate to the five features add up to 100.

1. The appearance of the fast food restaurants physical facilities, equipment, personnel and communication materials _____
2. The ability of the fast food restaurant to perform the promised service dependably and accurately _____
3. The willingness of the fast food restaurant to help customers and provide prompt service _____
4. The knowledge and courtesy of the fast food restaurant employees and their ability to convey trust and confidence _____
5. The caring, individualised attention the fast food restaurant provides its customers _____

TOTAL POINTS: 100

ASSESSING SERVICE QUALITY

INSTRUCTIONS: Based upon your experiences as a customer of fast food restaurants, please think about the kind of fast food restaurant that you feel delivers excellent customer service. Then consider the particular fast food restaurant which you recently visited, and think about its customer service. For each of the following statements, please indicate the extent to which the restaurant compares to what you would expect of an excellent fast food restaurant. Please also indicate how important this feature is to you when you evaluate a fast food restaurants customer service. There are no right or wrong answers – all I am interested in is the number that truly reflects your feelings regarding the customer service provision of that restaurant and how important different features of that provision are to you.

Q1 The restaurants use of modern looking equipment is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q2 The visual appeal of the restaurants physical facilities (including the service counter and dining area) are:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q3 The neatness of the appearance of the restaurants employees is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q4 The visual appeal of the materials (pamphlets, posters) associated with the restaurants is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q5 The ability of the restaurant to do something by a time you were told it would be is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q6 The ability of the restaurant to show an interest when customers have a problem is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q7 The ability of the restaurant to perform the service right first time is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q8 The ability of the restaurant to provide their services at the time they promise to do so was:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q9 The provision of information by the restaurants employees to customers regarding exactly when services would be performed is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q10 The promptness of the service by the restaurant to customers is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q11 The willingness of the restaurants employees to help customers is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q12 The willingness of employees of the restaurant to responds to customer's requests, no matter how busy they were is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q13 The level of customer confidence in the restaurant based upon the behaviour of its employees is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q14 The courtesy of the restaurants employees to customers is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q15 The knowledge possessed by employees to answer customer's queries is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q16 The individual attention of the restaurant to customers is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
6 I don't know	7 No opinion			

How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
6 I don't know	7 No opinion			

Q17 The convenience of the restaurants opening hours to all of their customers is:

1 much worse than I expected	2 worse than I expected	3 about the same	4 better than I expected	5 much better
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How important is this feature to you?

1 not very impt	2 not important	3 neutral	4 important	5 very importnt
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Q18 The personal attention given to customers by the restaurants employees is:

1	2	3	4	5
much worse than I expected	worse than I expected	about the same	better than I expected	much better

How important is this feature to you?

1	2	3	4	5
not very impt	not important	neutral	important	very importnt

Q19 The restaurants commitment to the customer's best interests is:

1	2	3	4	5
much worse than I expected	worse than I expected	about the same	better than I expected	much better

How important is this feature to you?

1	2	3	4	5
not very impt	not important	neutral	important	very importnt

Q20 The restaurants understanding of the specific needs of its customers is:

1	2	3	4	5
much worse than I expected	worse than I expected	about the same	better than I expected	much better

How important is this feature to you?

1	2	3	4	5
not very impt	not important	neutral	important	very importnt

FAST FOOD EPR End of Experiment Questionnaire

Name: _____ Age: _____ Sex: _____

Name of Restaurant Visited: _____

1. During the experiment, you completed two types of questionnaire (one with "before and after" sections and the one with "after" section only). Did you feel that one was easier to respond to than the other?
2. Please give reasons for your response to question 1:

Thinking about the questionnaire with two parts, please respond to the following questions:

3. Did you find the questions generally easy to understand?
4. Did you find any of the questions difficult to understand? If so – please give examples.
5. Did you find the rating scale useful? What it easy to decide which ratings to choose?
6. Do you have any suggested improvements to the questions or rating scales used?

Thinking about the questionnaire with one part, please respond to the following questions:

7. Did you find the questions generally easy to understand?
8. Did you find any of the questions difficult to understand? If so – please give examples.
9. Did you find the rating scale useful? What it easy to decide which ratings to choose?
10. Do you have any suggested improvements to the questions or rating scales used?

MAIN THEMES FROM INTERVIEWS (DEC-MARCH 2003)

JOINED

As an undergraduate
As an undergraduate
As a postgraduate – seemed like the natural thing to do
Since graduated
As a postgraduate – encouraged to apply
As a graduate
As an undergraduate – to get a greater awareness of British Psychology

ADDITIONAL GRADES

Became Chartered due to threat of statutory registration

DIVISION MEMBERSHIP

DCP
DOP
Numerous Divisions

IMPACT OF MEMBERSHIP

Had no impact on career
Membership is not of direct relevance to my work or reputation
Add resonance to my reputation, the label adds value
Always thinking of leaving – it does so very little for me
Career purposes – very helpful

EXPECTATIONS ON JOINING

Wanted the house journal/ appointment memo
Not sure; wanted The Bulletin and subscription rates were low
Networking; information on training, the profession etc
Expectations change as career progresses; and also as the Society expands
Joined to development networks and contacts

SATISFACTION

Based on initial expectations – was ok
I enjoy reading The Psychologist; I see the Society as a lot of hard working people trying to achieve something
Not a black or white thing – I feel that the Society does reasonably well
Fees are too high – certificate of Registration is a nonsense!
DCP is very good – but have problems with the Society in general regarding what it thinks it offers its members
Reasonably satisfied – good value for money under the student rates

EXTENT OF PARTICIPATION

APPENDIX 6.1

Engage in local DCP events and DCP Committee's and activities
Participate in ballots
Society conference is too broad for me
Subscribing member not particularly involved: feels guilt for lack of participation
There are rewards for being part of a group
Highly involvement member – Committees/ Boards etc.
Participates in ballots; has attended AGM in the past
I would like to leave but am too lazy to do so
Not much – due to locality and having two young children. Do participate in ballots – feel that it is important to do so

DISSEMINATION OF ORGANISATIONAL KNOWLEDGE

Communications within the DCP are quite difficult
The Psychologist is a good source of Society news – not so worried about general Society information
Don't really know what is going on except for the moves towards statutory registration
The appropriate delivery of information is a chronic problem
Thorough consultation does not exist on key matters
The website has great potential for development
Straightforward communications are very important to encourage participation and to welcome feedback
Some members do not feel that they want very much and are happy with what they receive; but others feel that they do not receive very much about what the Society is doing.
Important information received too late; or is buried in The Psychologist
The flow of information is a big black hole
I feel I could find out what was going on if I wanted to at Division level; the strategy of the overall organisation is not clear to me
Communication systems are better due to the website
Not very clear what its objectives are

COMMITMENT TO THE ORGANISATION

Source of professional identity
A common bond exists- we are all psychologists
Contrast between those highly involved and those on the fringe is very important. Those on the fringe tend to feel a sense of "disconnection" from the Society
Sometimes feels more like a yoke around my neck! I do have some loyalty and a bond with the organisation – but it sometimes is not such a welcome thing
To the Section but not the Society
Yes I think so – I chose to join it

CURRENT SERVICE PROVISION

The Psychologist is a good read; very happy with it as the main organ of the Society. I would buy it if I could not obtain it otherwise
The Society is guilty of professionalising psychological practice
The Society does not seem to be worldly-wise
The Psychologist is very readable and of excellent quality
Careers material and subsidiary publications are also of good quality
Conferences and journals are useful services at extra costs
The Psychologist is a thought-provoking publication
Appointments memo is useful
Don't feel that my needs as a practitioner have been met
The Psychologist can be a bit limp sometimes – its purpose seems very unclear – what is it trying to be – seems to get watered down as a result

APPENDIX 6.1

Fees are higher than they need to be for what we get – and the accounts do not reflect this need
The journals are very good – but The Psychologist should be better – it should be the queen of the journals

ADDITIONAL SERVICES

Would have to be careful that it was what members wanted
Car insurance/ holiday deals – would not appeal to me as an incentive to join or stay in the Society
Value for money is the key thing in relation to retention and recruitment
Should focus on greater career support; professional and workplace issues
Study visits or cheaper accommodation in London may be a better idea
Should support members with debilitating mental health problems
The Society is somewhat limited in what it could offer
Greater advice on setting up in private practice would be beneficial
Would like to see more investment directly back into the Society.
Needs to go out and talk to its members – needs to be more overt
There needs to be a reason to be a member – people need to see that they are getting more for their money. I would like someone to tell me what I am getting as a member
Should provide more bursary schemes for postgraduates
Conferences should be more focused

EXTERNAL PERCEPTIONS OF THE ORGANISATION

Does mandate and is limiting
Not sure that the Society hits many radars beyond the profession
Cannot believe that many people perceive the Society at all
Where does the Society speak with any greater importance than an individual could?
The Society's dealings on disciplinary matters have tarnished its reputation
We have a lot to learn from other organisations
Has got quite a solid identity
Is important that it addresses misperceptions of the discipline; should increase public awareness
Impression that it is reactive not proactive – a very old fashioned and old world view
Has not got a strength of identity – needs to realise its limitations; and be clear on what it is trying to achieve

LAPSING BEHAVIOUR

When it no longer is part of my professional identity
Would leave if other organisations became more relevant to my interests
Greater pressure for CPD
Lack of value for money
Finances may be a concern
Some people are just members because they have to be for careers purposes and this is a shame

OCCUPATION/ LIFESTYLE

Clinical psychology
Private practice
Consultant
Mature student
Postdoc

Interesting issues raised about geographical location and being a mother - the impact this has on contact with the Society

Notes on Main Themes from Unstructured Interviews (Dec-March 2003)

DJ:

Reasons for joining: as an undergraduate – wanted to create my identity as a psychologist and the Learned Society was a key part of this

Reasons for becoming Chartered: due to statutory registration – far less hassle to become Chartered at that time. Does have views on Chartership – excess professionalisation

Not being Chartered had no impact on career (Clinical Psychology – due to regulation by the Whitley Council)

Expectations of the Society on joining – wanted to access the house journal and the appointments memo (and felt that these expectations were satisfactorily met).

How expectations have changed / what they are now: expectations for the BPS are tied up with the DCP – for professional guidance and support for local conference/ training events/ CPD issues; and also nationally in terms of its input into how Government/ DoH make its decisions about clinical psychology; my self interests focus on the employment of clinical psychologists in the NHS (professional identity)

Main source of identification is the DCP rather than the Society overall. Description of self would be principally as a member of the BPS however. The broad-brush approach in terms of identity is important.

Participation in Society events: ballots (always do so); as get more from the DCP in relation to professional issues, does not participate in Society AGMs or conference or the SW branch. Committee's/ Board's: of the DCP but not the Society.

What would attract you to attend? Its not that generic things are not interesting or on offer; it's just that the other ones are more so. If DCP was not energetic and not producing what I needed – I would look to the Society more broadly, as it provides the background, the context. Cannot see what would necessarily orientate me towards the Society in its broader identity if the DCP is doing what I need.

Link/ relational bond to the organisation: applies to the Society, and that ties in with professional identity as a psychologist; BPS credit card (although do not have) was a congenial idea.

Kept informed by DCP of its own activities: recurring issue – communications are quite difficult – not because of a lack of effort; however are slow; attempts to improve this are needed.

Problems: the officers of DCP are volunteers (and therefore other commitments and time pressures); efforts of communicating and cascading information (as well as issues of presentation and taking things further in more detail). This is not easy for the people involved although it is important that these are the people that are responsible for this.

Information flow within the Society: difficult to answer as I am a little less concerned about such issues; The Psychologist seems to contain Society news and some thing from the President; less immediate relevant to me; not so worried about missing the boat in relation to the Society in general.

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Always is room for improvement – if asked what the current issues are – I would find it hard to say anything except for “registration”.

Principally the main source of information is the DCP – but this may suffer if general information from the Society is not forthcoming – the appropriate delivery of information is a chronic problem

Overall impressions of general benefits of membership: enjoy The Psychologist - “a good read”; very happy with it as the main organ of the Society. Suitably improved over the years. The impression created that it is a dynamic team behind it. I would buy it if it was sold and not available otherwise. If it were to be sold, the target audience would have to be carefully thought about – to avoid pop psychology. Might be of use to other relevant professionals (the application of psychology).

External perceptions of the Society: don’t really know. Hard to make a judgment on that. Does mandate and is limiting. Accrediting courses/ occupational testing etc. Psychologists have hit the media more due to the work of the Press Office at conferences etc. But I am not sure that this is reflected in awareness of the Society (contrasts between recognition of individual psychologists/ group of researchers and the Society as a whole). Not sure that the Society hits many peoples radars outside of the profession.

Additional services for members: general insurance – in two minds about it; on the one hand – why not? Good deals etc. On the other hand – so many offers around, to the extent that is not valued or respected.

Holiday deals/ discounts: not particularly interested; not sure that it was grab members just because it was associated with the Society.

Lapsing behaviour: why? Have not thought about myself. Unless it became irrelevant to my employment. My membership of the Society is part of my identity as a psychologist – so on retirement would leave.

Do have membership of other organisations – so perhaps would lapse if found that the other organisation became more relevant to me.

Professionalism: is an issue for some people in the discipline – BPS is guilty of professionalizing psychological practice.

Statutory Registration – may be a cause of many people exiting the Society. As HPC will charged for Registration – why would there be a need/ motivation to join the Society too?

One of the ways of looking at the Society is to compare it with other similar kinds of organisation: medicine and law for example (BMA and The Law Society). Would the Society ever have the same degree of authority/ *gravitas*?

On the other hand – law and medicine are very powerful professions; psychology is not so. A matter of ensuring that the aims are balanced between professional interests and scientific/ learned interests.

The learned society aspects need enhancement from my perspective; universities have become more competitive and therefore psychology has become another “product”; BPS could therefore have an important role to play in the “learned” aspects of the discipline (provision of resources and financial support; promoting and disseminating science directly).

JF:

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Joined the Society: very early in the life of the Society – when a student. A subscribing fringe member – not particularly involved in it. Read The Psychologist and am on media contact list – but not involved in the Society otherwise.

Expectations at that time: not sure – thought that better join up and start a subscription; had no greater knowledge at that time. The Bulletin was a useful source of information at that time. Student subscription was low.

Involvement in DOP: has participated in recent votes on key matters relevant to the Division. Did enjoy participating and seeing group dynamics at work. Has also contributed to the Divisions newsletter/ journal etc.

Society participation: attempts to be good at participating in Society ballots; judging of the candidates for honorary positions; feels that its important to do so as a member.

Description of self: for the majority of the time – refers to self alone. When the media asks – Chartered Occ Psych. Has not been asked in any other context. Own professional identity is based on own experience and reputation. Membership of the Society is not of direct relevance to my work or reputation. Although obviously does have a greater impact for other members.

Has had one contact as a result of entry in The Directory – but that made it worth the money!

As psychologists are not statutorily regulated – the impact of disciplinary procedures is not as prolific as it is for other regulated disciplines (law, medicine, accountants etc). Even when psychology is – it will only have the necessary impact in key areas (clinical or educational etc.). Does not think it will ever be achieved.

Satisfied with membership: I enjoy reading The Psychologist; I see the Society as a lot of hard working people clearly trying to do something (get publicity and so on); no financial reward. Is grateful for the contributions of others. Has felt guilty in the past for lack of participation.

Does contribute to The Psychologist when feels that an issue has not been well presented or disagrees with the views that have been presented.

There are rewards for being part of a group; and benefiting from the contributions of that group.

Sense of identification/ relational bond: in so far as I feel a psychologist, a common bond exists. By and large – the Society represents us well.

Unhappy with some of the official reports/ statements that the Society has published. Feels let down when this occurs. Has concerns as to the impact such reports may have – particularly if badly informed. Real-life problems should be treated more sensitively.

The Society does not seem to be worldly-wise. Forget the academic stuff – if it's a real problem – think about how people will react to such a report, and those who may be affected by it. Important to ensure that psychologist with appropriate expertise are invited to contribute.

Felt that the Society's debate on statistical significance was a waste of time. It's the practical relevance that counts. A sense of where it matters.

External perceptions: cannot believe that many people perceive the Society at all. Whereas other prestigious organisations such as The Law Society, RS Chartered Accountants are well perceived. Where is it that the Society speaks with any greater importance than an individual could speak?

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Future? The Society's dealings on disciplinary matters have tarnished its reputation. The lack of impact it has in the real world is problematic here. Until the Society speaks out forcefully on matters that matter in the real world – its just not going to have the impact. However, I find it difficult to think of such a circumstance when it would matter.

If you cannot say something that matters in the real-world, the real world will not give you much attention.

Additional Services: car/ holiday insurance – lots are doing it; there are so many organisations – which is the cheapest? Seems to make a joke of the value of membership. Can't see that it would help with either recruitment or retention.

If you cannot retain members because they are professionally interested, you can't be doing anything. Gimmicks will not help. The importance is in getting groups of similar people together – and this is one of the Society's strengths.

Lapsing behaviour: what would cause me to leave? Current pressures for CPD – coerced learning is not a good thing. So if this is tightened up – would leave.

More broadly – lack of value for money; with exception of clinical or educational work – it offers no additional value for employment prospects.

Most of the benefits are internal things – networks, personal contacts, peer group etc. but this requires some degree of commitment and active participation.

The Society should perhaps look at ways in which greater staggering of fees should be introduced for the less financially well off. The Society should not worry so much about fees in general.

DF:

Long standing member of the Society and numerous Divisions.

Reasons for joining: as a student in postgraduate training; professional development; attending Society conferences. Natural thing to do, as many people do as they enter professional training. Was a member of the DCP from that time.

Expectations at that time: don't think so. In those days the membership of the DCP was quite small and therefore was possible to know the large majority of people from attending the summer school and so on. Networking with others in similar fields, and wanting extra training and information which was available through contacts with the DCP and so on. Learning about the profession, relevant policies etc. Making appropriate contacts. Expectations were very much tied to being in professional training for clinical psychology rather than the BPS as a whole. Only in later times that I've had broader interests in the BPS as a whole.

Description of self: nowadays, much broader than when I started off. Focus changes over the years, and as I've been on a number of BPS committees; my links are much broader based. Partly to do with participation, but also as you go on in your career, you perhaps become more aware of the broader issues that are dealt with by other sections of the Society (such as Registration, training etc.). Perspective widens.

Linked to that, because the Society itself has changed – much larger and role has changed (involvement with government etc.) – this also affects your relationship with the Society but also what your expectation and demands are. Expectations of what the Society should do change too. I tend to draw contrasts with other cognate organisations.

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Participation: has been involved in a wide variety of Committee's, BoEs, and a range of Committees of the DCP. Quite a highly involved member. Contrast between involved and fringe members of the Society is important – in relation to expectations – those on the fringe tend to feel a sense of “disconnection” with the Society as a whole. Some do not want very much and are happy with what they receive; but there are others that feel that they don't hear very much about what the Society is doing. Big issue now that the Society is much bigger – how do we communicate? The website has great potential for development. Straightforward communications is very important to encourage participation, and to encourage feedback (and have better provisions for this). Importance of committed members (and in turn, volunteer to undertake work on behalf of the Society).

Does participate in ballots and has attended AGM in the past (if has been present at the Annual Conference). Encouraging members to attend AGMs is important – attendance tends to be particularly low. Perhaps there are other ways of engaging Society members in larger issues.

Link/ Relational bond: Good question. Sometimes feels more like a yoke around my neck! I do have some loyalty and a bond with the organisation – but sometimes feels like an unwelcome thing!

Satisfaction: it is not a black or white thing. Reasonably complex – there are a lot of things that I feel that the Society does reasonably well (committed and dedicated work going on). The Society is in a transition period due to the extent of its growth and needs to come up to speed in a new era really – developing new systems of communication with its members really. The Psychologist and subsystems report is of excellent quality (although not enough of it). The Psychologist has improved significantly over recent years – very readable. As a first introduction to the Society, this is very good. Careers material and subsidiary documents etc (PsychTalk) is also of good quality.

Queries from the membership: tend to be dealt with on ad hoc basis with no provision for acquired knowledge to be collated for future use. Lots that could be done to improve those sorts of needs. The needs of members are now more complex.

Consultation with the membership: information can tend to be received rather late in the day; sometimes wonder how the Society does inform me by a lot of important matters (such as HPC and statutory registration). Information can be buried in The Psychologist, but can often be hard to decipher news regarding Society business. Wonder if there is any value in thinking about ways in which you can separate news on Society issues from the others articles in The Psychologist.

Such a difficult issue – and does need to be widely discussed. Volunteers are so busy and do require adequate support.

Flow of information: big black hole as far as I am concerned. In touch with local branches etc. but as to what the Society as a whole is doing – possibly more disconnected there. As a member of a Board, some information is received – but is of a limited kind.

Don't know how could be improved – but direct communication on the bigger issues, presented in an attractive way. Important news should be more widely and effectively disseminated.

Society needs to improve its ability to provide effective support and guidance on professional issues/ workplace issues. Collating responses to deal with them, but also having sufficient administrative support to provide a useful service. At the moment, it tends to be “policy on the hoof”.

Is also important to ensure that generic issues are addressed – to encourage the diverse groups of the Society to work together where it matters. Although this may be a difficult thing for the Society to do.

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External reputation: we have a lot to learn from other organisations. Medics are very effective communicators with government. Really improved in recent times (presentation of reports) – more of that should be welcomed.

Additional services: don't know enough about what the benefits of such ideas would be. Would not really impress me in particular. The provision of a "hotel" for members to stay in whilst in London may be an idea (The Royal Society of Medicine does this, as does Novartis). A nice place to entertain visitors etc. The Society may not have the resources to do this at present. But would be in keeping with increasing its prestige etc.

It would be nice to think that in the future the Government would turn to the Society in thinking about ways in which psychological needs across society could be addressed. That the Society would be seen as a first port of call for issues concerning people and society. At the moment, we are scratching away at the surface, although we have begun to improve our relationship with MPs and so on.

Would be hard to compete – with deals on the web and so on – for insurance and holidays etc. Not sure it would be worth it for the Society. Study visits for members may be a good idea. This would be doing something that other companies could not do.

Also – the Society should support members with problems – mental health problems – before things get too far along (i.e. disciplinary matters etc). Although would be a difficult area for the Society – due to the conflict between the two roles of the Society (membership organisation and regulatory body). Could definitely do more.

The structure of the Society may need to be revised – to speed up the time it takes to consider and respond to issues.

Lapsing behaviour: don't really have much feeling regarding this. I do not have enough knowledge or personal experience of. Finances may be a concern.

MA:

Member of 2 Divisions; member of Social Psychology Section and POWS.
Long standing member of the Society; since graduated.

Some members will just want a piece of paper that confirms that they are qualified to practice; and the professional status that goes with that. This obviously does have a cost to it – and therefore this service is being purchased.

Conferences and journals are also useful services provided at an additional cost. The Psychologist is quite a thought-provoking publication; is interesting – also the Appointments Memo is useful. Apart from that I don't know what else the Society could offer. The Rules and standards and the Code of Conduct are essential.

The Society is somewhat limited in what else it could offer. Although professional indemnity insurance could be extended to include cover for partnerships. How well researched was this in the first instance?

Not very heavily involved in subsystems – although was early on. Founder member of POWS. Withdrawn more so now – as time is extremely pressured. Although am thinking of getting involved again in terms of re-establishing contacts and access to conferences etc. Conference format is pretty boring – would like more workshops etc. Would like a bit more variety. The current conference programmes do not strike me as being particularly exciting. Should not just have a huge academic content; feel that there is an academic / practitioner divide. Don't necessarily feel that my needs as a practitioner have been met.

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Feel that this should encompass all levels of a practitioner's career (from training to CPD related matters).

On the practitioner side there is a huge number of financial issues to consider (self-employed consultant; private practitioner) – and the Society should be in a position to give greater advice and support, to mentor its members in the early stages of setting up. Encouraging articles/discussions on future trends would also be an essential part of this.

Don't know if there are more psychologists going into private practice – but its perhaps something that the Society should be more aware of. A good set of support services for this group should be provided.

The bottlenecks in the recruitment of clinical psychology are problematic. Counselling psychology is beginning to help re-route people to lessen the burden. The bottleneck problem itself does not seem to have been addressed in a systematic or effective way by the Society.

Psychology and Government: I kind of think that in many areas of policy making the contribution of psychology is minimally represented – what could be done to improve that? I believe that there is some sort of strategic analysis required as well as some kind of ongoing debate and educational role of the Society.

How do you develop the influence? To conceptualise it more clearly, and that the members of the Society have a clear understanding of those structures and processes of influence. I don't think we currently have.

Bringing together the applied areas? Is open dialogue needed? But when membership is so dispersed – what does it mean to have open dialogue? Need to ensure that it is a quality process and have clear strategic priorities. Not clear what the strategic priorities for the Society are. I do not have a sense of those.

Flow of information: feel that I could find out what the Divisions are doing. If I wanted to get involved then I could do. Don't think that I feel that at a Divisional level that I cannot have an influence. But at the more generic level, it may be that the strategic issues for the Society as a whole are not clear to me, and I do not know how to access them. Access in an easy format, and an understanding of the process for the generation of these would be important. This could be as simple as a page one a year in The Psychologist!

External perceptions of the Society: I pay my fees, and I proclaim myself as a Chartered Psychologist and so I guess for me that I perceive that that label adds value; be that for myself or from my clients. Its my reputation that is supported by being Chartered and a member of the Society; it adds resonance.

Would wish for the Society to open itself up to the diversity of its members – would like to see inclusive policy making being undertaken on a regular basis; a creative way of supporting those that are "different" to the norm.

The fees are higher than they need to be for the services we get – the accounts do not reflect this need. Would like to see more investment directly back into the Society.

The Society has got quite a solid identity – but we could be more innovative in bringing psychology to other professions. Need to be more welcoming of other professions at the conferences.

More information on the Society as an employer should also be made more accessible to members – given that subscription fees pay the salaries and staff costs. Is the Society a good employer?

JS:

Chartered Psychologist – member of POWS.

Joined: at beginning of postgraduate training. Was encouraged to apply for Associate Fellowship by an active member of the Society wishing to recruit more female members.

Reasons for joining: was advised that the Society was for applied psychologists – other colleagues were members of the EPS. This is the organisation you join.

Description of self: “lapsed” member of the Society. Always thinking of leaving. Initially because the Society did nothing to support attempts to increase clinical psychology salaries. Also did not support that the Society held shares in Barclays in South Africa. Also it is very reactionary – when representations were initially made regarding MH Act – what was suggested was against civil rights.

The feelings of reactionary – are also reflected by senior academics. Have really stayed to support the formation of new sections; but as a result ended up at Council. Which was a very interesting experience!

Did not necessarily support Registration when it was brought in. Subscription fees are too high and really would like to end my membership but I am too lazy to do so!

The certificate for Registration is a nonsense. One year they also sent me a car sticker to advertise that I was registered!

Thinks that the Society is becoming more liberal in recent years.

Sense of relational bond: moderately – though membership of the Section. I have come into contact with some very good BPS members. I do receive The Psychologist which I distribute around the Department. I did submit an article for publication also.

I have written articles before. I also wrote a commissioned piece on Princess Diana. The Psychologist has got a lot better in recent years – although it may be a bit “pop”. I think it is probably the best we can do in the UK. There is a need for a psychological take on things for UK society.

Influence on Government/ increase in profile: unhappy that Council was trying to lobby an MP to represent psychology. It is right and proper that it is invited to comment on relevant matters but it ought to be fully open about the very different viewpoints about it. Broadbrush approach is essential.

A problem for psychology is that it is often very tedious. Partly due to the quantitative approaches – creates dreary conferences. Has been a real problem – but is a symptom of British Psychology in general.

BPS has too much say in the content of undergraduate degree courses. Has been a real problem. Thinks that Departments should be allowed to be more autonomous.

Source of professional support? I would make approaches by e-mail if necessary. Communication systems are much better due to the development of the website. I would recommend students interested in training in applied areas to join the Society and to seek requirements for training from. Not sure how relevant it is to experimental psychologists.

What do you want to see the Society address: more open debates about contentious issues; more conferences on specialist areas.

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Feeling more positive about the BPS at the moment due to pleasant communications with staff just recently. This is a good development.

VF:

Reasons for joining: career purposes; thought it might be helpful if people knew that I was part of the BPS; possibly more likely to get a job. Joined before postgraduate training – psychology was my second career.

Felt disadvantaged – or perceive so – as had done OU degree.

Also joined due to locality; bit isolated; was not really attached to psychology circles/networks. Wanted to receive The Psychologist for information; to keep up with trends.

Was told that would have problems developing a career in clinical psychology as was a mature student (40+).

Joined DCP during postgraduate training; was in a strange position as only gained training place by luck as could only undertake training in one place. Wanted to keep up with what was happening in clinical psychology – to keep up to date.

Thinks that on the whole, the DCP newsletter is a good forum for clinical psychologists to get their voice heard; and does keep me up to date with things that are happening (like the mental health act etc.)

The Psychologist – not so much – mainly because its quite broad – although interested in looking to see whats happening – although because it as to cover all areas of psychology it obviously isn't going to fulfil everything for everybody.

Expectations: DCP is really pretty good; I have real bitches/ moans with the Society in general about their expectation about what they offer their members. We had an ethical problem in the Highlands, and I thought that the way the BPS dealt with it was appalling. Also recently highlighted again in relation to the treatment received by a colleague due to a complaint. It was although the Society took on what the complainant was saying. I feel that the Society should also be there for out protection too – but it did not feel like that at all. The finger is pointed at you – you have to prove it. Took the Society a long time to resolve the matter, and my colleague received very little information about that and was left wondering for quite some time. Does not always feel like the BPS is on your side. Whilst protection of the public is important too – a balance must be achieved – and the BPS has not currently achieve it.

DCP does not provide professional support on this kind of thing – it is out of their hands. A stage too far. I think there needs to be another side to it – otherwise what do we pay for? Don't know what I'm getting back. What did I pay all that money for? Except for career progression purposes.

Not sure what else I do expect!

Statutory registration will be good for the profession. I am unlikely to remain a member of the Society if the main regulation passes to HPC. But I would want to maintain my membership of the DCP. I think that the Society will be in danger of losing quite a few members as a result of this.

Registration should be an automatic matter once the accredited training has been completed – but unless the benefits are tangible and visible – what is the point?

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Participation: have not done; been to SIG meetings. Find it difficult where I live. Although its just an excuse when I think about it. I have been to other workshops and things, again to keep up with my training and where I want to be; but haven't been to the Society ones. Everything seems to be farther South – although I may have more opportunities for attending in the future (as my children are getting older).

Would consider if the events were of particularly interest to me. Networks will become increasingly important in my work.

Ballots: do send back; feel that should do so; its difficult to know who and what exactly you are voting for on the basis of the information supplied. I don't know the people or the issues. The Society ought to think about opening up this process, to make it more meaningful to members.

On more local ballots it is easy as I am a bit more aware of the issues.

Annual report: tend not to read. Information on how much money and so on... not of particular interest to me.

Commitment: yes I think I do. I chose to belong to it. But its also about what the Society can do for me too. I suppose that I don't feel that it is particularly good value for money and I come back to the issue of what do they do for the ordinary members? It's a difficult one.

If I felt that processes were more open (disciplinary and so on) – more fair and representative) – then I would feel that you were getting something for your money. At the moment it feels like the Society works against you and not for you. It works for the public, which of course it should do, but not against the members. Perhaps it is the way it goes about it that makes me feel this way.

Until that point – I'd never really considered these matters before. And then I thought – hang on a minute! Maybe ignorance about it is better?

What should it be doing? Personally, should increase public awareness of the differences between areas of the discipline and different areas of professional practice. Does not seem to be much public awareness. Actively disseminating this – not just publishing it on a website. Should be something that the BPS should be doing. Useful leaflets alone would suffice.

It should also be jumping on misrepresentations of the discipline. Its really important that the public are better informed. BPS needs to be very overt about the way in which it does it.

BPS should also have to come and talk to the trainers on postgraduate training courses – those that actually do the training. Need to speak to the people that are involved in the course on a day to day basis.

I get this impression of the BPS sitting in an ivory tower waiting for stuff to come to them. Rather than going out and being proactive on our behalf. A very old fashioned and old world view – should be much more proactive and up to date with the concerns of its members.

Externally perceived? Same as above. Most people do not know what the BPS is. I don't think its concerns/ comments are taken seriously.

Additional benefits: insurance schemes etc. I think that's quite a good idea – need to be advertised widely. At the end of the day – there has to be an advantage to being a member. At the moment- its just a career thing. It has a better ring to it to say you are a member than not. And if that is all you can say about membership than that it not a good criterion. I think they actually need to have more for their membership, and people need to see that they are getting more back for their money.

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If people were to say to me that because I was psychologist I get cheaper car insurance etc., yes that might work. The reduction on books is good – although should be expanded to all psychology books. So the choice is not so selective. It's the sense of feeling that you are getting something back. I suppose I don't.

It's a membership thing – if you are paying for something you should get something in return. I would like someone to tell me what I am getting as a member. Whilst the specialise groups are ok – the parent body itself is lacking at the moment. Money out and not much back.

RMS:

Joined as an undergraduate: encouraged to as got a greater awareness of what was going on in British psychology and I was looking to become a clinical psychologist. The feeling was that it was a good idea to get an idea of what was going on with clinical psychology

No particular expectations – just wanted to belong to BPS – keen to know what it was about. I though I would get an awareness of psychology as a discipline.

Would describe myself as a member of the BPS. Although don't know that I actually feel like a member of the BPS... not really something that I think about. I get The Psychologist. But, yes I would say I was a member.

I do look at the Appointments Memo to get an idea of what vacancies are around. It is a major source for that kind of thing.

I have used the website quite a bit. For a few news items; looking at how to get copies of articles from BJP and BJCP. I do feel that I am fairly aware of what the BPS does. The Psychologist is pretty clear about what is going on in the BPS – it advertises its activities fairly well, as well as the bits of it you can join.

The systems of communication are reasonably satisfactory. The thing that gets on my wick a little bit – is that I'm not sure how rigorous the BPS is in certain regards; not sure how clear a set of objectives it has.

Does advertise its activities really well – but not sure that I feel I want to be part of this. I guess I'm a postgraduate, my undergraduate degree was very quantitative as is my postgraduate work – but some of the research fundings discussed – tend to be quite mild, excessively political. Sometimes does not feel like a very academic organisation. Seems to be a tension as to what it is actually for – what's it about. Seems a bit limp sometimes.

In comparison to BMA – is much clearer in relation to its aims – BMJ has clearer agenda – a professional publication. The Psychologist is less clearer – who is it for? A bit muddled, a bit limp. A bit vague really. Becomes watered down as it tries to cover too much.

More should be done for postgraduates – although the student pages are really quite good. What could a postgraduate wing of the BPS offer? Postgraduates do tend to be quite specialist and there are other organisations that may cater better for their needs. I think its good that they offer bursaries for conferences etc. The BPS does tend to be minted!

BPS conferences are more general – aimed at pure psychology/ basic science. So not so relevant to my interests anymore. Not such a strong point of the BPS. More relevant audience elsewhere.

Value for money – yes I think so under the student rates. I think as a student it is very good value for money – ideas of what going on (in psychology and job wise). Found like kind of

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information quite helpful. However- when I become employed – then it might not be so worthwhile.

I guess researchers and academics would feel the same way. Specialist areas of research with strong identities – may not see the Society as relevant to them. Could the Society adapt to changes in the discipline? I like the idea that the undergraduate degree is solid – so if it aims itself at the purer disciplines (social, cognitive etc) – would serve as a useful touch stone for the base of the discipline. It will have to retreat to these areas to develop awareness of these areas – otherwise will become too broad. Will make it more and more watered down. Decide on what psychology has to offer and concentrate on those areas.

Society's role in increasing public awareness: I think it is becoming better; that there are members that are wanting to push it more. Has not got that strength of identity- never going to gather that kind of weight. Needs to realise its limitations a little more; spoke out on particular issues (such as the way we work in British society). However, tends not to speak out on these issues – where psychologists actually know more than other people. Tend to get caught up in other arguments (war; ethics etc). Plenty of other organisations will comment on such issues.

Needs to be clearer what the issues worth speaking out on are; and encourage pre-eminent people to speak on behalf of the BPS. Needs to pick out the cream. Needs to be more restrictive than it is. What are we experts in? Need to foster areas in which its input will be valued.

If it does this – it may receive more co-operation from its members. Many pre-eminent people do not see their membership as being particularly important. I think this is a shame. Because it's a Society with so many interests – the umbrella is so large – the balance is not achieved. It does not have enough heros – not enough people taking it on.

Been left in the hands of a few people who are not necessarily the most pre-eminent; not those that you would put in your top ten. Are not such big hitters.

If The Psychologist had a clearer focus, a more valued journal – then it may have more respect. At the moment – it's a bit trivial in some of the articles it publishes. It should show case top quality research. I think it is a very good format for that kind of work. It should be supporting the new high fliers.

There are somethings that the BPS does very well – its journals. It's a shame that there is a gulf between those things and The Psychologist. It should be the queen of these kind of publications – but it is not. Should be split into a magazine for undergrads; a monthly BPS newsletter; and a more serious journal review (like Psychological Review). However- the BPS is so wide – this is a tension that it has.

The back of The Psychologist is what disturbs me the most – the adverts seem to be put in for the sake of it. This is a shame and is not worth it. A bit dodgy.

Some people are members because they have to be. And this is a quite different situation.

CM:

Joined as an undergraduate; when knew that I wanted to do clinical training; knew that it was important to be involved to find out about jobs (the appointments memo was quite important).

Only place that jobs are advertised – so if you want a job that's where you have to go. It served this purpose very well.

DCP: joined after I qualified. Thought it was a good idea to be Chartered and I wanted to receive *Clinical Psychology Forum*.

APPENDIX 6.1

Expectations: nothing I expected – was fairly clear what to expect. General feeling that you don't get very much, you pay your money to get Chartered but you don't really get much else.

Generally identify myself with the DCP; due to professional reasons. I would describe myself as a member of the BPS, the DCP and am chartered. The membership of the Society does definitely come first.

Satisfaction: hard to know really. I never expected anything else! So I am satisfied in relation to this. However, I think that there are ways in which the Society could be more useful to me. One specific example: we don't really have reasons to be in touch with the BPS, however, on occasions when we do – when situations happen in the workplace when support is needed – the BPS tends not to know the answers. Would have been nice if it could – but perhaps its not the right place to ask?

I'm not really sure what the BPS is supposed to be doing except for getting us all Chartered and collecting subscriptions. It is unclear what their role might be in other areas. DCP seems to be more getting involved. DCP is more helpful. I'm not quite sure that they are offering – a list keeping body?

What is the Society trying to do? DCP produces a strategy that is circulated – but the BPS? I don't have clue! Not too bothered. The Society is the umbrella thing under which you have the other bits – for each of the specialist areas. Makes sense to funnel through the DCP – but not sure what the BPS should/ would be doing that would be an advantage to my profession.

I rarely vote as I do not feel that I can make an informed decision. I'd rather leave the balloting to those who know. I might vote – but only if I knew the candidate – and knew that they were good and had integrity. Otherwise the decision I would make would be very arbitrary.

My main problem is that I'm not terribly sure what the BPS is doing and therefore this makes it difficult to vote on matters and people. Its a sort of a chicken and egg – people are always so busy, and there is always so much to do, so much to read and so many notes to keep – so if something does not seem relevant then I'm not going to read through – but then – unless I do I'm not going see how useful it is.

I do sometimes vote on changing rules etc. but sometimes I'm not sure whether there is another hidden agenda about what I'm being asked to do.

Do attend DCP branch AGM's - interested in some of the talks that went with the AGM. Otherwise might not have attended. The content was highly relevant to me. However- some of things that were raised there were a real surprise to me – and I wondered why I had not been aware of them beforehand.

Dissemination of information: it would have been helpful to have been made aware of such issues – for consultation with members that will be affected by such matters. However – don't necessarily think that its worth complaining that we don't know about such things.

Important that we know more about the processes of consultation and activities that are ongoing. Otherwise – how can we know how to feed into such things.

External perceptions: I don't blame the BPS as a lot of decisions that are made are out its hands (i.e. in government). It would be good to have easily accessible information.

I do glance at most bits of information that is sent to me – but its not particularly accessible or informative. Bullet points, brief summary info, plus notification of where else to get information from. That sort of thing anyway. E-mail mailing lists would also be useful and the DCP and BPS should use such facilities more.

APPENDIX 6.1

Bond/ Commitment: a financial one! Well, it's a governing body; same sort of relationship that I have with a union. Don't really get much out of them – unless you need them and then you hope that they would support you.

I'm not going round saying "I'm a member of the BPS and I'm proud of it" – I think that there should be a governing body, and therefore I'm a member for pragmatic reasons.

Additional services: such services would have to be cheaper – and if so – they would be great! But don't advertise it as such if its not. I'd rather that money was spent on bringing the fees down. A lot of us have to join anyway – so I'm not sure that we have to be induced to join. Compulsory membership is more likely to increase membership than any other kind of incentive.

Lapsing behaviour: if it was optional and it took a public stance on something I did not agree with then I would leave. Otherwise I would leave to save money. A reduction in fees would be a fundamental thing.

More attention needs to be paid to those members who do not have the time to get more involved. Some awareness of the "ball-park" is important. A little bit of spoon feeding.

The Society is sponsoring research to evaluate the quality of its service provision to its members. As part of this ongoing work, I would be grateful if you could just take a few minutes to answer the questions listed below.

Chartered Psychologist

- Lisa Morrison (Scientific Officer)

**SUBJECT MATTER EXPERT
GENERATED ITEMS**

- Critical reasons for joining
- Critical reasons for remaining in membership
- Most beneficial things about being a member
- General comments
- Other comments
- Subsystems

Critical Reasons for Joining:

Part of acquired identity as a psychologist

To join the relevant professional body for psychologists

Discounts on journals and conferences made membership cost-effective

Others not joining questioned the value of such membership on entering professions outside of psychology

Wanted to recommend membership to students

Wanted to be part of the British psychological community

Wanted to know more about the issues that affected British psychology

It is the recognised Society for psychologists to join

Annual conference was coming to town, I was an undergraduate student

Adverts for jobs

Importance of membership; sense of sharing and belonging to a network with other psychologists

Status given by membership

Access to information about events, conferences, specific information about the discipline

The Psychologist – keeping up to date with research and general interest items

Benefit from the Society and subsystems

Opportunity to be involved

Status

Keep up with developments/ issues in psychology

Desire to be “in the loop”

GBR

Career as a psychologist

Registration

Wanted to belong to the organisation that represents psychologists and have a voice

Registration and the respectability it brings

Contacts with people in similar positions to me

To find out how to get on in psychology

Conferences

Keep up to date with developments in psychology

Notices of conferences

The Psychologist

Chartered status was important at the time
Access to the appointments memo
Seemed like a sensible career move at the time

Costs
Events organised

Influenced by colleagues

Research student – expected to join by Department
Conferences, journals and appointments memo important

Desire to keep up to date with professional developments in psychology

As a graduate – proud to be a members of the learned body that represented psychologists
Joining an “in crowd” with access to journal and conferences and Divisions
Registration and the route to it was also critical

As an undergraduate – perceived the Society as a source of expert knowledge on careers in psychology
The Psychologist

Critical Reasons for Remaining in Membership

Identity as a psychologist

Reductions on journals and conferences

Need for a continual voice to promote psychology – so am active within the BPS as a result

Enjoy reading The Psychologist – keeps me abreast of issues and news in an accessible way

Started to be involved in Section activities – rewarding and fun

Provided another place to present research findings

In order to be recognised as a psychologist and be entered on the Register

Psychology should be a united discipline and for that to happen we all need to identify with one organisation

Membership of a Section

Opportunities to contribute to the advancement of psychology

Registration – this is more important than membership as a whole and I view the two things in a quite separate way

Society events

Importance of the Section to both my development and quality assurance

Registration

Keep up with developments/ issues in all areas of psychology

Cheap journals

Staying in the loop

Membership of subsystems

Opportunity to get involved with the Society, to get to know people

Important to my career

Membership communicates a level of commitment to the field of psychology

Journals are a useful source of material

Registration

Knowing what's going on in British psychology

Being in a position to influence what is going on albeit in a small way

Intangible reasons

I believe that there should be a psychological society and that belief needs funding so I pay the subscription fee

Feel part of the profession

Keep up with developments in psychology

Benefits of Registration in gaining clients

The opportunity to influence the development of clinical neuropsychology
The opportunity to have a voice in influencing/ commenting upon policy decisions that affect the services and clients I work with
On a less positive note, I am waiting to see that happens re statutory regulation

It is a requirement for my job

The BPS accredits a course I teach on, and so I support students applying for membership

The Society is the only real means of overseeing the curriculum taught to students, trying to monitor and improve the standard of ethics, safeguarding the interests of all psychologists and centralising conferences
The BPS accredits a course I teach on

I am now more involved in the BPS and have a more active role that is helpful to my career development

Over the years I have become more disappointed with the things that initially attracted me.
Applying for Registration was time consuming and unnecessarily bureaucratic
The Psychologist contains little material that interests me and I am not particularly motivated by the annual conference
I got more involved with the Division to attempt to change things, as well as the BoT. If this does not help change things I'll be less inclined to maintain my membership. I doubt that I will resign though.
We do not communicate well with our membership

The SIG I belong to, and the Division itself. Increased my awareness of the Society – people that attend meetings are supportive and interesting.

Most beneficial things about being a Member:

As an academic – reduced journals and attendance at conferences
The Psychologist – keeps abreast of developments across psychology
Professionally – I value the fact that there is a professional body providing a quality benchmark on psychology in the UK and speaking out on its behalf

Enables me to meet with other psychologists outside of my University
It enables me to participate in a wider range of activities (i.e. committee membership)

That I can include CPsychol after my name

The biggest single benefit I get is from my local branch

Contact
Opportunities to influence decisions about psychology

Registration
Am disappointed by the lack of support, information sharing, promotion of the profession etc

Quality assurance mechanisms
Progression of Statutory Regulation

The Psychologist
Reduced rates for journals
Registration

The Psychologist
Cheap journals

Belonging to a Society of very varied individuals, all of whom have an interest in or commitment to psychology
Receiving monthly journals and job bulletins
The Psychologist and writing for it

The Psychologist keeps me in touch a bit

Access to journals
Conferences
The Psychologist
Opportunities to serve on committees

Keeping in touch with developments in the profession

Encouraged me to attend conferences and workshops – were networks, friends and professional contacts made

The Psychologist is a wonderful way of keeping abreast of events and research in psychology generally. Its style, mix of articles and length of papers are just right for my needs.

The appointments memo

To receive the appointments memo, updated info on psychology and professional insurance

I have served on a number of BPS committees and value the opportunity to exchange ideas and information with colleagues from other institutions

Information about the profession

Membership of the Division

Membership of the organisation that represents psychology

The Division's website – excellent source of information and expertise

Division does so much work to promote and support the discipline

Accreditation of courses is a very well respected method of quality control

Maintaining my identity as a psychologist

General Comments

I think that the Society does a very good job on behalf of psychology in the UK
Concerned about the level of revenue held in the absence of a clear rationale why

Retired members are still expected to pay subscription fee

Increasingly difficult for new sections to become established, due to overall size of membership, despite having a critical mass of interest

Concerned that not too many academics join. Perception that the Society is for practitioners and not academics

The loss of the London Conference has reinforced this

Worried what will happen when Statutory Regulation comes in

Some perceive the Society as a "grave train" for those that get involved

Recognition of courses is useful

Conferences have some interesting talks

Glad that the Society is taking steps to legally protect the title "psychologist".
This is something that it should have done a long time ago

Should guard against splitting up especially along applied v's academic lines

Focus of the Society seems to be on academic or clinical psychology to the detriment of other areas

Seems to do little to promote psychology as a profession

Scarcity of information about careers in psychology

Geographical bias – strong sense of a lack of access to resources

Lack of clarity in information/ services (information not clear, or lost in the system)

Needs more clarity about how the BPS itself works

Costs puts off potential members

BPS sometimes ignores what is happening in the "real world"

Does not seem to be consistently organised across all aspects of the organisation

Seems to be behind other professional organisations in terms of technology

The purchase of the London Office seems like a waste of money

Reductions should be made on all conferences

The Society is important in so many ways! Accreditation, study grants, guidelines, conferences, support for PsyPAG.

BPS is the guardian angel for psychology

Pro-actively protective of the interests of the discipline, its practitioners and its users

I'm a satisfied customer

It needs to be very customer focussed. It needs to convince the employers of psychologists that it is relevant to the people they employ
Increase standards of membership through CPD, registration criteria and better PR and lobbying

The BPS can sometimes appear to be a bit of a closed shop to those of us who don't attend as many conferences as others, but maybe this is unavoidable

Slow, bureaucratic, not living in the real world, not willing to be accountable.
Overly reliant on volunteers and not respecting of senior professions time
Some good people within the membership and the office but it generally burns them out

The BPS is a very bureaucratic organisation

Academics tell me that they find that the BPS represents poor value for money – it is expensive to join and many of its activities are concerned with professional practice and membership regulations
Section members feel that their activities are regarded as peripheral to the organisation
Its ways of working are mysterious, it finds it hard to look at itself from an ordinary member and outsiders perspective

Complex committee structure, with an apparently excessive bureaucratic structure

I am heartened by several new developments but these need to be better communicated to the membership – statutory regulation is one of these

There are a lot of comments about the BPS being a regulatory body, not known for supporting its members and not of much benefit to members. I think that until you know what is being done, you would not start to understand the huge task that is being undertaken. The reliance on the commitment of volunteers is considerable.

It is important to have access to a supportive group of professionals. Whether we get this support through special interest groups, faculties or regional meetings, I value the opportunity to have a group that you can belong and contribute to.

Would like to have access to a more local branch of the BPS

Other Comments

BPS is open and welcoming. Serving on Committees is very rewarding.
The Society creates opportunities for individuals

I rarely read The Psychologist or make use of other aspects of the Society
I rarely go to BPS conferences
The Society seems very unrelated to my area of work

Members tend to regard the Society as being controlled by a clique which
ordinary members have no hope of breaking into

There are other organisations that offer better membership. More information,
support and contacts.

The BPS does not fare well in comparison with Societies for other professions

Psychologist is an excellent publication for general research and current
thinking across all areas of psychology

Welcome the development of the Division and the recent moves towards
greater acknowledgement and acceptance of qualitative methods in
psychology within the Society

Subscriptions fee and indemnity insurance is very expensive

I'm sure that there are lots of other activities it does that I'm not aware of, but
I'm sure that I could easily find out

I remain proud to be a member despite all of the internal wranglings and
diverse opinions

I enjoy being a member of the BPS, I feel that it is worthwhile. I could
probably get more out of it, if I gave more time to it, but at least The
Psychologist lets me know what I could do or what I'm missing

No sense of value for money
The Society takes the money but to no great effect and takes little action in
support of its members

I believe that others perceptions of the Society are much more negative than
mine and that on the whole we do not have a happy membership. They don't
feel that their comments on their dissatisfaction are taken seriously – hence
the need for this kind of research.

Would have been beneficial to have had a mentor or a coach as part of the
Society's service- as I completed a non-traditional, less straightforward
training route.

Subsystems:

FAQs?

How do you become a sports psychologist?

What kind of jobs are available to sports psychologists?

What is the relationship between the BPS and the BASES?

Qualifications route

Membership queries

How to find a neuropsychologist

How to recruit a neuropsychologist

Practitioner training routes

Careers advice and opportunities for job sharing

Prof/ Ethical Issues:

Greater support or information on ethical issues

The ethics business has got a bit out of hand and as a result has become very time consuming

Yes

Yes – and this will increase due to statutory regulation. Support for members undergoing disciplinary investigations is particularly important

Yes – but the Divisions should support this

Improved links:

Helpful but not vital

Greater financial support needed

You cannot impose such things – if they are to happen they will do so organically

At present the Society seems to criticise us as trouble makers and a problem.

There is also inadequate support and what is available makes too many mistakes, has too many delays to be reliable. This then reflects badly on Division Officers, as members blame us for the delays.

Could be useful

Yes – this is an important issue

Yes I do – PPB is an excellent forum but a more general forum would be useful

BIDS:

It could be helpful

Could entice more people to join but not if its at an additional cost to the many members that already have access to BIDS

Enormously expensive given the minority to whom it would be useful

Yes that would be incredibly useful

Yes it would be something to show for the high cost of membership

I doubt it

Yes

Yes – but BIDS may not be the best system to use – EBSCO may be better (as includes business publications).

Other comments:

Fees for Sections are very small which means that finances are tight. Conferences are very expensive to run and additional subsidy for these from central resources would be helpful

The Society is not acting as a professional body, or as a union, so what is it for?

The Society has some fundamental internal conflicts between its role as a learned society and the professional practice issues. Ultra vires debates are also unhelpful.

THE BRITISH PSYCHOLOGICAL SOCIETY

MEMBERSHIP SURVEY



The Board of Trustees has authorised an in-depth survey of the Society's membership to allow the perceptions and expectations of the Society overall to be evaluated. This survey forms a major part of my PhD research which is sponsored by the Society.

This evaluation covers all aspects of being a member of the Society, from the process of joining membership, to general interactions with the Society and its staff, the perceptions of value for money, the adequacies of the benefits of membership, and expectations of the organisation overall. Similar aspects of subsystem membership are also covered.

Participation in the research is entirely voluntary, but its success does depend on members' co-operation and honesty.

Please work your way through this questionnaire carefully, reading the instructions for each section and answering all of the relevant questions so that your responses and views can be taken into account.

Any information that you give is entirely confidential to the project and will be handled in accordance with the Data Protection Act.

If you have any queries, comments or wish to know more about my research, please contact me on 0116 2529510 or e-mail: lismor@bps.org.uk.

With many thanks for your time

Lisa Morrison, Scientific Officer

A. PERSONAL DETAILS

Please complete all of the following sections:

1. Age: 44
2. Sex: F
3. Grade of Membership currently held: Graduate Member ☒ Honorary Fellow ☐
(please tick all of the boxes that apply) Associate Fellow ☐ Honorary Life Member ☐
Fellow ☐
4. Number of years as a BPS member: Less than 1 year ☐ Less than 10 years ☐
(please tick one box only) Less than 5 years ☒ More than 10 years ☐
5. Are you currently in employment as a psychologist? Yes: ☐ No: ☒
- 6.A If yes, please specify the field of psychology in which you are employed:
- 6.B If no, please give details:
- (IF YOU ARE CURRENTLY NOT IN EMPLOYMENT, PLEASE PROCEED TO BOX B.1)
7. If in employment, please specify your current job title:
8. Are you employed: by an organisation ☐ self employed ☐ in private practice? ☐ other (please give details) ☐
(please tick all of those that apply) ☐ full-time ☐ part-time

PLEASE PROCEED TO BOX B.1

B.1 JOINING THE SOCIETY

9.A Please indicate the main reasons why you decided to join the Society:

(please tick all of the following that apply)

9.B Please can you also indicate how important these reasons are to you by placing rankings of 1 to 5 (1=most important) in the boxes next to the responses listed below.

	Reason	Rank
To receive <i>The Psychologist</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 2
To receive <i>The Appointments Memorandum</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 3
To receive reduced journal subscription fees	<input type="checkbox"/>	<input type="checkbox"/>
To receive reduced conference registration fees	<input type="checkbox"/>	<input type="checkbox"/>
To gain recognition for the Graduate Basis for Registration (GBR)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To become Registered as a Chartered Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
I felt that it was part of my identity as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
To join the professional body for psychologists	<input type="checkbox"/>	<input type="checkbox"/>
To be part of the British psychological community	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to gain the status and respectability that membership gives	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to receive support from the Society for my career as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
I wanted the opportunity to become involved in the Society	<input type="checkbox"/>	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX B.2

B.2 CUSTOMER SERVICE

Please respond to the following statements regarding the process of becoming a member:

(Please circle one of the response options on the scale provided)

10. The information I received from the Society regarding how to become a member was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

11. Overall, the process of applying for membership of the Society (from receiving and submitting the application form, to being elected) was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

12. The promptness of response to my request for an application pack was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

13. The assistance or advice I received in relation to filling out the application form was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

14. The information and advice I received if there was a problem or query with my application was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

15. The information I received once my application to become a member was accepted was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

16. The information I received on the benefits available to members was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

PLEASE PROCEED TO BOX C.

C. CONTACT WITH THE SOCIETY

Please think about a recent occasion when you have contacted the Society and respond to the following statements. If you have not any contact with the Society in the last 2 years please proceed to box D.1.

(Please circle one of the response options on the scale provided)

17. If I have contacted the Society with an enquiry, the way in which it was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

18. If I have contacted the Society for ethical advice and support, the information and guidance I have received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

19. If I have contacted the Society for careers advice and support, the information and guidance I received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

20. If I have contacted the Society to request a publication, the promptness of response was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

21. If I have contacted the Society to make a complaint about its services, guidance, or information provision etc. the way in which my complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

Continued on next page

22. If I have contacted the Society to make a disciplinary complaint about a Member, the way in which my initial complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

23. If I have contacted the Society for advice and guidance relating to upgrading my membership, the support given was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX D.1

24. Are you a member of one or more of the Society's Sections, Divisions or Special Group?

Yes: ☐ (Please respond to the questions listed below) No: ☒ (Please proceed to Box E)

25. Please indicate which subsystem(s) you belong to by ticking all of the relevant boxes below.

Cognitive Section	<input type="checkbox"/>	Psychobiology	<input type="checkbox"/>
Developmental Section	<input type="checkbox"/>	Psychotherapy	<input type="checkbox"/>
Psychology of Education Section	<input type="checkbox"/>	Sports and Exercise Psychology Section	<input type="checkbox"/>
Psychology of Women Section	<input type="checkbox"/>	Maths, Stats and Computing Section	<input type="checkbox"/>
Transpersonal Psychology Section	<input type="checkbox"/>	Social Psychology Section	<input type="checkbox"/>
Consciousness & Experiential Section	<input type="checkbox"/>	Lesbian and Gay Psychology Section	<input type="checkbox"/>
History of Psychology Section	<input type="checkbox"/>		

DCP	<input type="checkbox"/>	DCoP	<input type="checkbox"/>	DECP	<input type="checkbox"/>	DFP	<input type="checkbox"/>	DHP	<input type="checkbox"/>	DOP	<input type="checkbox"/>
DoN	<input type="checkbox"/>	SDEP	<input type="checkbox"/>	DTRP	<input type="checkbox"/>	Special Group of Psychologists and Social Services			<input type="checkbox"/>		

26. Which Section, Division or Special Group do you most identify yourself with?

PLEASE PROCEED TO BOX D.2

Please respond to the following statements regarding membership of the Subsystem listed in your response to Q26.

(Please circle one of the response options on the scale provided)

27. The information I received from the Subsystem regarding how to become a member was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

28. Overall, the process of applying for membership of the Subsystem (from receiving and submitting the application form, to being elected) was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

29. The promptness of response to my request for an application pack was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

30. The assistance or advice I received in relation to filling out the application form was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

31. The information and advice I received if there was a problem or query with my application was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

32. The information I received once my application to become a member was accepted was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

Continued on next page

D.2 MEMBERSHIP OF A SUBSYSTEM

33. The information I received on the benefits available to Subsystem members was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

34. If I have contacted the Subsystem for careers guidance and support, the information I received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

35. If I have contacted the Subsystem to order a publication, the promptness of the response was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

36. If I have contacted the Subsystem to make a complaint about its services, guidance, or information provision, the way in which my complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

PLEASE PROCEED TO BOX E.1

E.1 BEING A MEMBER OF THE SOCIETY

37.A Please indicate the main reasons why you have maintained your membership of the Society.

(please tick all of the following that apply)

37.B Please can you also indicate how important these reasons are to you by placing rankings of 1 to 5 (1=most important) in the boxes next to the responses listed below.

	Reason	Rank
Membership of the BPS provides me with a sense of professional identity as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
My membership of the BPS is a clear sign of my commitment to the discipline	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My membership makes me feel part of the profession	<input type="checkbox"/>	<input type="checkbox"/>
My membership enables me to network with other members of the profession	<input type="checkbox"/>	<input type="checkbox"/>
My membership enables me to keep up to date on developments within the discipline	<input type="checkbox"/>	<input type="checkbox"/>
Membership of the BPS is important to my career	<input type="checkbox"/>	<input type="checkbox"/>
Being Registered as a Chartered Psychologist is important to me	<input type="checkbox"/>	<input type="checkbox"/>
Reduced journal subscription fees	<input type="checkbox"/>	<input type="checkbox"/>
Reduced conference registration fees	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to present at conferences	<input type="checkbox"/>	<input type="checkbox"/>
Receiving The Psychologist	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Receiving The Appointments Memorandum	<input type="checkbox"/>	<input type="checkbox"/>
It is important for the Society to be the 'voice' of psychology	<input type="checkbox"/>	<input type="checkbox"/>
It is important for the Society to be in a position of influence	<input type="checkbox"/>	<input type="checkbox"/>
Course accreditation/ Quality Assurance	<input type="checkbox"/>	<input type="checkbox"/>
CPD	<input type="checkbox"/>	<input type="checkbox"/>
Subsystem membership and involvement	<input type="checkbox"/>	<input type="checkbox"/>
Branch activities	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX E.2

E.2 SUBSCRIPTION FEES

Please respond to the following statements.

(Please circle one of response options on the scale provided)

38. I believe that membership of the Society is excellent value for money

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

39. I believe that the membership subscription fees are too high (REVERSE SCORED)

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

40. I have no sense of value for money for my subscription fee (REVERSE SCORED)

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

PLEASE PROCEED TO BOX E.3

Please respond to the following items relating to the specific benefits of membership.

(Please circle one of the response options on the scales provided)

41. Overall, The Psychologist is:

1	2	3	(4)	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

42. Overall, The Appointments Memorandum is:

1	(2)	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

43. The level of reduction in conference registration fees is:

1	2	3	4	5	6	(7)
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

44. The level of reduction in journal subscription fees is:

1	(2)	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

45. The professional indemnity insurance scheme is:

1	2	3	4	5	6	(7)
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

46. The benefits of Registration as a Chartered Psychologist are:

1	2	3	4	5	6	(7)
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

47. The careers material and information on training in psychology published by the Society is:

(1)	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

48. Overall, the Annual Conference is:

1	2	3	4	5	6	(7)
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX F

Please think about your recent experiences with the Society's staff and respond to the following statements. If you have not had any contact with the Society's staff in the last 2 years please proceed to box G.

(Please circle one of the response options on the scale provided)

49. The reliability, consistency and dependability of BPS staff is:

1	2	(3)	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

50. The willingness and ability of the Society's staff to provide services in a timely manner is:

1	2	(3)	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

51. Overall, the competence (knowledge and skill) of the Society's staff is:

1	2	(3)	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

52. The approachability and ease of contact with the Society's staff is:

1	2	3	(4)	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

Continued on next page

F. BPS CUSTOMER SERVICE QUALITY

53. The levels of courtesy, politeness and respect I receive from the Society's staff is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

54. The ability of the Society's staff to listen and speak to me in a language I can understand is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

55. The effort of the staff to understand my needs is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

56. Overall, the quality of the BPS customer service provision is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX G

G. COMMITMENT AND PARTICIPATION

We are interested in the extent of members' participation and commitment to the organisation.

Please indicate your strength of agreement or disagreement with the following statements using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know	No opinion

Please also indicate how important the statement is to you using the following scale:

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

Statement

Agree/Disagree Importance

57. I feel a strong sense of belonging to the BPS	4	4	SECTION 1
58. I feel as if the BPS's problems are my own	2	2	
59. The BPS has a great deal of personal meaning for me	3	3	
60. I enjoy discussing the BPS with other people	2	2	
61. I have little, if any, emotional attachment with the BPS (REVERSE SCORED)	4	2	
62. Right now, being a member of the BPS is a matter of necessity as much as desire	3	3	SECTION 2
63. Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now	2	3	
64. One serious consequence of dropping my Society membership would be the scarcity of available alternatives	4	2	
65. A major reason I continue to belong to the BPS is that dropping my membership would require considerable personal or professional sacrifice – another association may not match the overall benefits I receive	2	3	
66. All psychologists should be members of the BPS	4	4	
67. If only for the sake of other members, I feel that I should maintain my membership of the BPS	4	4	SECTION 3
68. Because it supports me, it is only right that I should support the Society through my continued membership	4	4	
69. If only for the sake of preserving and enhancing the discipline and profession of psychology, I feel that I have an obligation to maintain my membership of the BPS	4	4	
70. Psychologists should not feel 'a sense of duty' to belong to the Society (REVERSE SCORED)	2	3	
71. I do not think that the Society has a positive reputation (REVERSE SCORED)	2	5	
72. The BPS lacks national presence as a professional body (REVERSE SCORED)	2	5	SECTION 4
73. The BPS lacks international presence as a professional body (REVERSE SCORED)	2	4	
74. The BPS helps psychologists get the attention of Government	5	5	
75. The BPS is an effective lobby group for psychologists with the Research Councils, Funding Councils and other funding agencies	7	7	

Continued on next page

Statement	Agree/ Disagree	Importance
76. I have never had the opportunity to attend a Society AGM (REVERSE SCORED)	2	4
77. The AGM of the Society is of no interest to me (REVERSE SCORED)	5	3
78. I usually attend the AGM of my subsystem	1	2
79. I usually participate in ballots of the Society's membership	1	2
80. I do not feel I am sufficiently aware of the Society's activities to participate in ballots of the membership (REVERSE SCORED)	4	2
81. I am keen to be involved in Society activities	1	3
82. I am keen to be involved in my subsystems activities	1	2
83. If I can, I attend the Society's Annual Conference	1	2
84. The Annual Conference is of no interest to me	2	2
85. I always attend the Subsystems Annual Conference	1	2
86. I feel that the Society's main forms of communication with its members could be significantly improved (REVERSE SCORED)	3	3
87. The flow of information to and from members is a chronic problem for the Society (REV. SCORED)	2	3
88. I feel that the Society does an excellent job in facilitating communication between its members	3	3
89. I feel that the Society could do a lot more to facilitate and encourage interaction and networking between its members (REVERSE SCORED)	3	3
90. I feel that the Society should have more regular contact with its members	2	2
91. I feel that my views are taken into account by the BPS	2	4
92. The BPS provides adequate geographical representation of its members through its branches	7	7
93. Events are not regional enough for me to participate in (REVERSE SCORED)	7	7
94. I would encourage other psychologists to join the Society	7	7
95. I would encourage other psychologists to join my Subsystem	7	7
96. It is generally easy to find members willing to serve to keep the Society running the way it ought to be run	7	7
97. It is generally easy to find members willing to serve to keep the Subsystem running the way it ought to be run	7	7
98. The contributions of volunteer members are explicitly and publicly recognised by the Society	7	7
99. The contributions of volunteer members are explicitly and publicly recognised by my subsystem	7	7
100. I would not encourage other members to volunteer to participate in Society activities (REV. SCORED)	7	7
101. Serving on Committees and Boards is very rewarding	7	7
102. I do not know who the current Honorary Officers (President, Honorary General Secretary and Treasurer) are (REVERSE SCORED)	4	1
103. The Society is seen as a 'grave train' for those members that do get involved (REV. SCORED)	7	7
104. The Society is overly reliant on volunteers (REVERSE SCORED)	7	7
105. The Society is excessively bureaucratic (REVERSE SCORED)	4	4
106. The Society is not willing to be accountable for its mistakes (REVERSE SCORED)	3	3
107. The BPS is open and welcoming to its members	4	4
108. The BPS is the 'guardian angel' for psychology	4	4
109. The BPS is not known for supporting its members (REVERSE SCORED)	2	4
110. The BPS meets my needs as a practitioner	3	3
111. The BPS meets my needs as a researcher, teacher or academic	4	4

PLEASE PROCEED TO BOX H

BOX H. MEMBERSHIP OF OTHER ORGANISATIONS

112. Are you a member of one or more other organisations or associations?

If yes, please give details below:

N/A

113. If so, what do you feel (if anything) that this/these organisation(s) provide that the BPS does not offer?
Is there anything the BPS could learn from what they offer? Please give details below.

PLEASE PROCEED TO BOX I BELOW

BOX I. ANY OTHER COMMENTS?

Please outline any additional comments you may have in the box below:

Section C:- process from student to graduate member
23 irritatingly bureaucratic - needing proposals AGAIN
not just degree certificate.

E3 42. No schema on educ. 4.

E3 47. Considering GBR creation for getting a course eg: Educ 4
link to clearing house week eg: BPS didn't know it!
could register before my find out exam results out o
had to wait over a year - why wait BPS previously allow
GBR in anticipation of passed exams?

Thank you for participating in this survey. Your time and valuable assistance are very much appreciated.



BPS MEMBERSHIP SURVEY COMMENT SHEET

PERSONAL DETAILS SECTION:

SECTION B.1

SECTION B.2:

SECTION C:

CONFIDENTIAL

SECTION D.1:

SECTION D.2:

SECTION E.1:

SECTION E.2:

SECTION E.3:

SECTION F:

SECTION G:

SECTION H:

OVERALL COMMENTS:

Thank you for your time and contributions.

**Lisa Morrison
Scientific Officer**

THE BRITISH PSYCHOLOGICAL SOCIETY

MEMBERSHIP SURVEY



The Board of Trustees has authorised an in-depth survey of the Society's membership to allow the perceptions and expectations of the Society overall to be evaluated. This survey forms a major part of my PhD research which is sponsored by the Society.

This evaluation covers all aspects of being a member of the Society, from the process of joining membership, to general interactions with the Society and its staff, the perceptions of value for money, the adequacies of the benefits of membership, and expectations of the organisation overall. Similar aspects of subsystem membership are also covered.

Participation in the research is entirely voluntary, but its success does depend on members' co-operation and honesty.

Please work your way through this questionnaire carefully, reading the instructions for each section and answering all of the relevant questions so that your responses and views can be taken into account. It would be useful if you could please use blue or black ink to complete the survey.

Any information that you give is entirely confidential to the project and will be handled in accordance with the Data Protection Act.

If you have any queries, comments or wish to know more about my research, please contact me on 0116 2529510 or e-mail: lismor@bps.org.uk.

With many thanks for your time

Lisa Morrison, Scientific Officer

Please complete all of the following sections:

1. Age:
2. Sex: Male ☐ Female ☐
3. Grade of Membership currently held: Graduate Member ☐ Fellow ☐
(please tick all of the boxes that apply) Chartered Psychologist ☐ Honorary Fellow ☐
Associate Fellow ☐ Honorary Life Member ☐
4. Number of years as a BPS member: Up to 1 year ☐ 6-10 years ☐
(please tick one box only) 1-5 years ☐ 10+ years ☐
5. Are you currently in employment as a psychologist? Yes: ☐ No: ☐ (Please proceed to question 7)
6. If yes, please specify the area of psychology in which you are employed:
.....
7. If you are currently in employment, please specify your current job title:
.....
8. Are you: (please tick all of those that apply)

employed by an organisation <input type="checkbox"/>	self employed <input type="checkbox"/>
employed by University <input type="checkbox"/>	full-time <input type="checkbox"/>
employed by School/College <input type="checkbox"/>	in private practice <input type="checkbox"/>
employed by Research Unit <input type="checkbox"/>	part-time <input type="checkbox"/>
employed by the NHS <input type="checkbox"/>	other (please give details) <input type="checkbox"/>
employed by a commercial organisation <input type="checkbox"/>

PLEASE PROCEED TO BOX B.1 – If you wish to make any further comments, please do so at the end of the survey.

B.1 JOINING THE SOCIETY

9. Please indicate by ticking all of those that apply, the main reasons why you decided to join the Society. Please can you also indicate how important these reasons are to you by placing ratings of 1 to 5 (1=most important) in the boxes next to the reasons you have ticked.

	Reason	Rating
To receive <i>The Psychologist</i>	<input type="checkbox"/>	<input type="checkbox"/>
To receive <i>The Appointments Memorandum</i>	<input type="checkbox"/>	<input type="checkbox"/>
To receive reduced journal subscription fees	<input type="checkbox"/>	<input type="checkbox"/>
To receive reduced conference registration fees	<input type="checkbox"/>	<input type="checkbox"/>
To gain recognition for the Graduate Basis for Registration (GBR)	<input type="checkbox"/>	<input type="checkbox"/>
To become Registered as a Chartered Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
I felt that it was part of my identity as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
To join the professional body for psychologists	<input type="checkbox"/>	<input type="checkbox"/>
To be part of the British psychological community	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to gain the status and respectability that membership gives	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to receive support from the Society for my career as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
I wanted the opportunity to become involved in the Society	<input type="checkbox"/>	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX B.2 – If you wish to make any further comments, please do so at the end of the survey.

B.2 CUSTOMER SERVICE

Please respond to the following statements regarding the process of becoming a member. If you joined over 5 years ago and have difficulty responding to the statements below, please indicate this by selecting 6 or 7 on the scale:
(Please circle one of the response options on the scale provided)

10. The information I received from the Society regarding how to become a member was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

11. Overall, the process of applying for membership of the Society (from receiving and submitting the application form, to being elected) was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

12. The promptness of response to my request for an application pack was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

13. The assistance or advice I received in relation to filling out the application form was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

14. The information and advice I received if there was a problem or query with my application was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

15. The promptness of my application being processed and accepted was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

16. The information I received once my application to become a member was accepted was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

17. The information I received on the benefits available to members was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

PLEASE PROCEED TO BOX C. – If you wish to make any further comments, please do so at the end of the survey.

Please think about a recent occasion when you have contacted the Society and respond to the following statements. If you have not any contact with the Society in the last 2 years please proceed to box D.1.

(Please circle one of the response options on the scale provided)

18. If I have contacted the Society with an enquiry, the way in which it was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

19. If I have contacted the Society for ethical advice and support, the information and guidance I have received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

20. If I have contacted the Society for careers advice and support, the information and guidance I received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

21. If I have contacted the Society to request a publication, the promptness of response was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

22. If I have contacted the Society to make a complaint about its services, guidance, or information provision etc. the way in which my complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

23. If I have contacted the Society to make a disciplinary complaint about a Member, the way in which my initial complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

24. If I have contacted the Society for advice and guidance relating to upgrading my membership, the support given was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX D.1 – If you wish to make any further comments, please do so at the end of the survey.

25. Are you a member of one or more of the Society's Sections, Divisions or Special Group?

Yes: ☐ (Please respond to the questions listed below) No: ☐ (Please proceed to Box E.1)

26. Please indicate which subsystem(s) you belong to by ticking all of the relevant boxes below.

Cognitive Section	<input type="checkbox"/>	Psychobiology Section	<input type="checkbox"/>
Developmental Section	<input type="checkbox"/>	Psychotherapy Section	<input type="checkbox"/>
Psychology of Education Section	<input type="checkbox"/>	Sports and Exercise Psychology Section	<input type="checkbox"/>
Psychology of Women Section	<input type="checkbox"/>	Maths, Stats and Computing Section	<input type="checkbox"/>
Transpersonal Psychology Section	<input type="checkbox"/>	Social Psychology Section	<input type="checkbox"/>
Consciousness & Experiential Section	<input type="checkbox"/>	Lesbian and Gay Psychology Section	<input type="checkbox"/>
History of Psychology Section	<input type="checkbox"/>		
DCP <input type="checkbox"/>	DCoP <input type="checkbox"/>	DECP <input type="checkbox"/>	DFP <input type="checkbox"/>
DoN <input type="checkbox"/>	SDEP <input type="checkbox"/>	DTRP <input type="checkbox"/>	DHP <input type="checkbox"/>
			DOP <input type="checkbox"/>
			Special Group of Psychologists and Social Services <input type="checkbox"/>

27. Which Section, Division or Special Group do you MOST identify yourself with?

28. Please indicate the main reasons why you decided to join that Subsystem? (please tick all of those that apply)

- To obtain a specialist title ☐ Professional interest ☐
 Undertaking postgraduate training/supervision ☐ Recognition required for employment purposes ☐
 Other: ☐

PLEASE PROCEED TO BOX D.2 – If you wish to make any further comments, please do so at the end of the survey.

Please respond to the following statements regarding membership of the Subsystem listed in your response to Q27.
(Please circle one of the response options on the scale provided)

29. The information I received from the Subsystem regarding how to become a member was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

30. Overall, the process of applying for membership of the Subsystem (from receiving and submitting the application form, to being elected) was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

31. The promptness of response to my request for an application pack was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

32. The assistance or advice I received in relation to filling out the application form was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

33. The information and advice I received if there was a problem or query with my application was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

34. The information I received once my application to become a member was accepted was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

35. The information I received on the benefits available to Subsystem members was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

36. If I have contacted the Subsystem for careers guidance and support, the information I received was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

37. If I have contacted the Subsystem to order a publication, the promptness of the response was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

38. If I have contacted the Subsystem to make a complaint about its services, guidance, or information provision, the way in which my complaint was dealt with was:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know/ Cannot remember	No opinion

PLEASE PROCEED TO BOX E.1 – If you wish to make any further comments, please do so at the end of the survey.

39. Please indicate by ticking all of those that apply, the main reasons why you have maintained your membership of the Society. Please can you also indicate how important these reasons are to you by placing ratings of 1 to 5 (1=most important) in the boxes next to the reasons you have ticked.

	Reason	Rating
Membership of the BPS provides me with a sense of professional identity as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>
My membership of the BPS is a clear sign of my commitment to the discipline	<input type="checkbox"/>	<input type="checkbox"/>
My membership makes me feel part of the profession	<input type="checkbox"/>	<input type="checkbox"/>
My membership enables me to network with other members of the profession	<input type="checkbox"/>	<input type="checkbox"/>
My membership enables me to keep up to date on developments within the discipline	<input type="checkbox"/>	<input type="checkbox"/>
Membership of the BPS is important to my career	<input type="checkbox"/>	<input type="checkbox"/>
Being Registered as a Chartered Psychologist is important to me	<input type="checkbox"/>	<input type="checkbox"/>
Reduced journal subscription fees	<input type="checkbox"/>	<input type="checkbox"/>
Reduced conference registration fees	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to present at conferences	<input type="checkbox"/>	<input type="checkbox"/>
Receiving <i>The Psychologist</i>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving <i>The Appointments Memorandum</i>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for the Society to be the 'voice' of psychology	<input type="checkbox"/>	<input type="checkbox"/>
It is important for the Society to be in a position of influence	<input type="checkbox"/>	<input type="checkbox"/>
Course accreditation/Quality Assurance	<input type="checkbox"/>	<input type="checkbox"/>
CPD	<input type="checkbox"/>	<input type="checkbox"/>
Subsystem membership and involvement	<input type="checkbox"/>	<input type="checkbox"/>
Branch activities	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX E.2 – If you wish to make any further comments, please do so at the end of the survey.

Please respond to the following statements.

(Please circle one of response options on the scale provided)

40. I believe that membership of the Society is excellent value for money

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

41. I believe that the membership subscription fees are too high (REVERSE SCORED)

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

42. I have no sense of value for money for my subscription fee (REVERSE SCORED)

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

43. I would be willing to pay a higher subscription fee to receive more and better services

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

PLEASE PROCEED TO BOX E.3 – If you wish to make any further comments, please do so at the end of the survey.

Please respond to the following items relating to the specific benefits of membership.

(Please circle one of the response options on the scales provided)

44. Overall, *The Psychologist* is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

45. Overall, *The Appointments Memorandum* is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

46. The level of reduction in conference registration fees is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

Continued on next page

47. The level of reduction in journal subscription fees is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

48. The professional indemnity insurance scheme is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

49. The benefits of Registration as a Chartered Psychologist are:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

50. The careers material and information on training in psychology published by the Society is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

51. Overall, the Annual Conference is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

52. Overall, the benefits of membership of the Society are:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX F – If you wish to make any further comments, please do so at the end of the survey.

Please think about your recent experiences with the Society's staff and respond to the following statements. If you have not had any contact with the Society's staff in the last 2 years please proceed to box G.

(Please circle one of the response options on the scale provided)

53. The reliability, consistency and dependability of BPS staff is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

54. The willingness and ability of the Society's staff to provide services in a timely manner is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

55. Overall, the competence (knowledge and skill) of the Society's staff is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

56. The approachability and ease of contact with the Society's staff is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

57. The levels of courtesy, politeness and respect I receive from the Society's staff is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

58. The ability of the Society's staff to listen and speak to me in a language I can understand is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

Continued on next page

F. Cont

59. The effort of the staff to understand my needs is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

60. Overall, the quality of the BPS customer service provision is:

1	2	3	4	5	6	7
Much worse than I expected	Worse than I expected	About the same as I expected	Better than I expected	Much better than I expected	Don't know	No opinion

PLEASE PROCEED TO BOX G – If you wish to make any further comments, please do so at the end of the survey.

G.1 COMMITMENT AND PARTICIPATION

We are interested in the extent of members' participation and commitment to the organisation.

Please indicate your strength of agreement or disagreement with the following statements using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know	No opinion

Please also indicate how important the statement is to you in terms of your membership of the Society using the following scale:

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

	Agree/ Disagree	Importance
61. I feel a strong sense of belonging to the BPS	<input type="checkbox"/>	<input type="checkbox"/>
62. I feel as if the BPS's problems are my own	<input type="checkbox"/>	<input type="checkbox"/>
63. The BPS has a great deal of personal meaning for me	<input type="checkbox"/>	<input type="checkbox"/>
64. I enjoy discussing the BPS with other people	<input type="checkbox"/>	<input type="checkbox"/>
65. I have little, if any, emotional attachment with the BPS (REVERSE SCORED)	<input type="checkbox"/>	<input type="checkbox"/>
66. Right now, being a member of the BPS is a matter of necessity as much as desire	<input type="checkbox"/>	<input type="checkbox"/>
67. Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now	<input type="checkbox"/>	<input type="checkbox"/>
68. One serious consequence of dropping my Society membership would be the scarcity of available alternatives	<input type="checkbox"/>	<input type="checkbox"/>
69. A major reason I continue to belong to the BPS is that dropping my membership would require considerable personal or professional sacrifice – another association may not match the overall benefits I receive	<input type="checkbox"/>	<input type="checkbox"/>
70. All psychologists should be members of the BPS	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX G.2 – If you wish to make any further comments, please do so at the end of the survey.

G.2 COMMITMENT AND PARTICIPATION

Please respond to the following statements using the rating scales provided in box G.1 above. Agree/ Disagree Importance

	Agree/ Disagree	Importance
71. If only for the sake of other members, I feel that I should maintain my membership of the BPS	<input type="checkbox"/>	<input type="checkbox"/>
72. Because it supports me, it is only right that I should support the Society through my continued membership	<input type="checkbox"/>	<input type="checkbox"/>
73. If only for the sake of preserving and enhancing the discipline and profession of psychology, I feel that I have an obligation to maintain my membership of the BPS	<input type="checkbox"/>	<input type="checkbox"/>
74. Psychologists should not feel 'a sense of duty' to belong to the Society (REVERSE SCORED)	<input type="checkbox"/>	<input type="checkbox"/>
75. I do not think that the Society has a positive reputation beyond its members (REVERSE SCORED)	<input type="checkbox"/>	<input type="checkbox"/>
76. The BPS lacks national presence as a professional body (REVERSE SCORED)	<input type="checkbox"/>	<input type="checkbox"/>
77. The BPS lacks international presence as a professional body (REVERSE SCORED)	<input type="checkbox"/>	<input type="checkbox"/>
78. The BPS helps psychologists get the attention of Government	<input type="checkbox"/>	<input type="checkbox"/>
79. The BPS is an effective lobby group for psychologists with the Research Councils, Funding Councils and other funding agencies	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX G.3 – If you wish to make any further comments, please do so at the end of the survey.

G.3 COMMITMENT AND PARTICIPATION

If you are a member of a Section, Division or Special Group, please respond to the following questions.

(If you are not a Section, Division or Special Group member please proceed to Box G.4).

Please respond in relation to the Section, Division or Special Group you identify with the MOST as indicated in question 27.

Please indicate your strength of agreement or disagreement with the following statements using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know	No opinion

Please also indicate how important the statement is to you in terms of your membership of the Society using the following scale:

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

	Agree/ Disagree	Importance
80. I usually attend the AGM of my subsystem	<input type="checkbox"/>	<input type="checkbox"/>
81. I am keen to be involved in my subsystems activities	<input type="checkbox"/>	<input type="checkbox"/>
82. If I can, I attend the Subsystems Annual Conference	<input type="checkbox"/>	<input type="checkbox"/>
83. I would encourage other psychologists to join my Subsystem	<input type="checkbox"/>	<input type="checkbox"/>
84. It is generally easy to find members willing to serve to keep the Subsystem running the way it ought to be run	<input type="checkbox"/>	<input type="checkbox"/>
85. The contributions of volunteer members are explicitly and publicly recognised by my subsystem	<input type="checkbox"/>	<input type="checkbox"/>
86. My subsystem subscription fee is good value for money	<input type="checkbox"/>	<input type="checkbox"/>
87. It is my membership of my subsystem that encourages me to retain my membership of the Society	<input type="checkbox"/>	<input type="checkbox"/>
88. I identify with my subsystem more than the Society as a whole	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX G.4 – If you wish to make any further comments, please do so at the end of the survey.

G.4 COMMITMENT AND PARTICIPATION

Please respond to the following statements using the rating scales provided in box G.3 above. Agree/ Disagree

89. I have rarely had the opportunity to attend a Society AGM	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>
90. The AGM of the Society is of no interest to me	(Rev. Scored)	<input type="checkbox"/>	<input type="checkbox"/>
91. I usually participate in ballots of the Society's membership		<input type="checkbox"/>	<input type="checkbox"/>
92. I do not feel I am sufficiently aware of the Society's activities to participate in ballots of the membership	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>
93. I am keen to be involved in Society activities		<input type="checkbox"/>	<input type="checkbox"/>
94. If I can, I attend the Society's Annual Conference		<input type="checkbox"/>	<input type="checkbox"/>
95. The Annual Conference is of no interest to me	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>
96. I always attend the Subsystems Annual Conference		<input type="checkbox"/>	<input type="checkbox"/>
97. I feel that the Society's main forms of communication with its members could be significantly improved		<input type="checkbox"/>	<input type="checkbox"/>
98. The flow of information to and from members is a serious problem for the Society	(Rev. Scored)	<input type="checkbox"/>	<input type="checkbox"/>
99. I feel that the Society does an excellent job in facilitating communication between its members		<input type="checkbox"/>	<input type="checkbox"/>
100. I feel that the Society could do a lot more to facilitate and encourage interaction and networking between its members	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>
101. I feel that the Society should have more regular contact with its members	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>
102. I feel that my views are taken into account by the BPS		<input type="checkbox"/>	<input type="checkbox"/>
103. The BPS provides adequate geographical representation of its members through its branches		<input type="checkbox"/>	<input type="checkbox"/>
104. Insufficient regional events are held to allow me to participate in Society activities as much as I would like to	(Reverse Scored)	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX G.5 – If you wish to make any further comments, please do so at the end of the survey.

Please indicate your strength of agreement or disagreement with the following statements using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know	No opinion

Please also indicate how important the statement is to you in terms of your membership of the Society using the following scale:

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

	Agree/ Disagree	Importance
105. I would encourage other psychologists to join the Society	<input type="checkbox"/>	<input type="checkbox"/>
106. It is generally easy to find members willing to serve to keep the Society running the way it ought to be run	<input type="checkbox"/>	<input type="checkbox"/>
107. The contributions of volunteer members are explicitly and publicly recognised by the Society	<input type="checkbox"/>	<input type="checkbox"/>
108. I would not encourage other members to volunteer to participate in Society activities	<input type="checkbox"/>	<input type="checkbox"/>
109. Serving on BPS Committees and Boards is very rewarding	<input type="checkbox"/>	<input type="checkbox"/>
110. I do not know who the current Honorary Officers (President, Honorary General Secretary and Treasurer) are	<input type="checkbox"/>	<input type="checkbox"/>
111. The Society is seen as providing significant advantages in return for very little effort for those members who do get involved	<input type="checkbox"/>	<input type="checkbox"/>
112. The Society is overly reliant on volunteers	<input type="checkbox"/>	<input type="checkbox"/>
113. The Society is excessively bureaucratic	<input type="checkbox"/>	<input type="checkbox"/>
114. The Society is not willing to be accountable for its mistakes	<input type="checkbox"/>	<input type="checkbox"/>
115. The BPS is open and welcoming to its members	<input type="checkbox"/>	<input type="checkbox"/>
116. The BPS is the 'guardian angel' for psychology	<input type="checkbox"/>	<input type="checkbox"/>
117. The BPS is not known for supporting its members	<input type="checkbox"/>	<input type="checkbox"/>
118. The BPS meets my needs as a practitioner	<input type="checkbox"/>	<input type="checkbox"/>
119. The BPS meets my needs as a researcher, teacher or academic	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PROCEED TO BOX H – If you wish to make any further comments, please do so at the end of the survey.

Thank you for participating in this survey. Your time and valuable assistance are very appreciated.

PLEASE PROCEED TO BOX H – If you wish to make any further comments, please do so at the end of the survey.

BOX H. MEMBERSHIP OF OTHER ORGANISATIONS

- 120. Are you a member of one or more other psychology-relevant organisations or associations?**
If yes, please give details below:

- 121. If so, what do you feel (if anything) that this/these organisation(s) provide that the BPS does not offer?**
Is there anything the BPS could learn from what they offer? Please give details below.

PLEASE PROCEED TO BOX I – If you wish to make any further comments, please do so at the end of the survey.

BOX 1. ANY OTHER COMMENTS?

Please outline any additional comments you may have in the box below:

Thank you for participating in this survey. Your time and valuable assistance are very much appreciated.

THE BRITISH PSYCHOLOGICAL SOCIETY

MEMBERSHIP SURVEY



The Board of Trustees has authorised an in-depth survey of the Society's membership to allow the perceptions and expectations of the Society overall to be evaluated. This survey forms a major part of my PhD research which is sponsored by the Society.

This evaluation covers all aspects of being a member of the Society, from the process of joining membership, to general interactions with the Society and its staff, the perceptions of value for money, the adequacies of the benefits of membership, and expectations of the organisation overall. Similar aspects of subsystem membership are also covered.

Participation in the research is entirely voluntary, but its success does depend on members' co-operation and honesty.

Please work your way through this questionnaire carefully, reading the instructions for each section and answering all of the relevant questions so that your responses and views can be taken into account. It would be useful if you could please use blue or black ink to complete the survey.

Any information that you give is entirely confidential to the project and will be handled in accordance with the Data Protection Act.

If you have any queries, comments or wish to know more about my research, please contact me on 0116 2529510 or e-mail: lismor@bps.org.uk.

With many thanks for your time

Lisa Morrison Coulthard, *Scientific Officer*

Please complete all of the following sections:

1. Age:
2. Sex: Male ☐ Female ☐
3. Grade of Membership currently held: Graduate Member ☐ Fellow ☐
(please tick all of the boxes that apply) Chartered Psychologist ☐ Honorary Fellow ☐
Associate Fellow ☐ Honorary Life Member ☐
4. Number of years as a BPS member: Up to 1 year ☐ 6-10 years ☐
(please tick one box only) 1-5 years ☐ 10+ years ☐
5. Are you currently in employment as a psychologist? Yes: ☐ No: ☐
6. If yes, please specify the area of psychology in which you are employed and your current job title:
.....
7. If no, please give further details:
.....
8. Are you: (please tick all of those that apply)
employed by a Local Education Authority ☐ self employed ☐
employed by a University ☐ full-time ☐
employed by a School/College ☐ in private practice ☐
employed by a Research Unit ☐ part-time ☐
employed by the NHS ☐ other (please give details) ☐
employed by a commercial organisation ☐

PLEASE PROCEED TO BOX B.1 – If you wish to make any further comments, please do so at the end of the survey.

B.1 JOINING THE SOCIETY

9. Please select the main reasons why you decided to join the Society.
Please can you also indicate how important these reasons are to you by placing rankings of 1 to 5 (5=most important) in the boxes next to the reasons you have selected.

	Ranking
To receive <i>The Psychologist</i>	<input type="checkbox"/>
To receive <i>The Appointments Memorandum</i>	<input type="checkbox"/>
To receive reduced journal subscription fees	<input type="checkbox"/>
To receive reduced conference registration fees	<input type="checkbox"/>
To gain recognition for the Graduate Basis for Registration (GBR)	<input type="checkbox"/>
To become Registered as a Chartered Psychologist	<input type="checkbox"/>
I felt that it was part of my identity as a psychologist	<input type="checkbox"/>
To join the professional body for psychologists	<input type="checkbox"/>
To be part of the British psychological community	<input type="checkbox"/>
I wanted to gain the status and respectability that membership gives	<input type="checkbox"/>
I wanted to receive support from the Society for my career as a psychologist	<input type="checkbox"/>
I wanted the opportunity to become involved in the Society	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>

PLEASE PROCEED TO BOX B.2 – If you wish to make any further comments, please do so at the end of the survey.

B.2 CUSTOMER SERVICE

Based upon your experiences as a member of the Society, please think about the kind of service that you would expect to receive from an excellent professional membership organisation. Then think about the Society and its customer service. For each of the following statement, please indicate the extent to which the Society compares to what you would expect of an excellent professional membership organisation.

Please respond by selecting one of the response options on the scale provided. If you joined over 5 years ago and have difficulty responding to the statements, please indicate this by selecting 6 on the scale. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement.

(Please circle one of the response options on the scale provided)

10. The information I received from the Society regarding how to become a member was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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11. Overall, the process of applying for membership of the Society (from receiving and submitting the application form, to being elected) was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

12. The promptness of response to my request for an application pack was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

13. The assistance or advice I received in relation to filling out the application form was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

14. The information and advice I received if there was a problem or query with my application was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

15. The promptness of my application being processed and accepted was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

16. The information I received once my application to become a member was accepted was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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Continued on next page

17. The information I received on the benefits available to members was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

PLEASE PROCEED TO BOX C. – If you wish to make any further comments, please do so at the end of the survey.

Again, as for Section B.2, please think about a recent occasion when you have contacted the Society and indicate the extent to which the service you received compares to what you would expect from a professional membership organisation.

Please respond by selecting one of the response options on the scale provided. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement. If you have not had any contact with the Society in the past 2 years, please proceed to box D.1.

(Please circle one of the response options on the scale provided)

18. If I have contacted the Society with an enquiry, the way in which it was dealt with was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

19. If I have contacted the Society for ethical advice and support, the information and guidance I have received was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

20. If I have contacted the Society for careers advice and support, the information and guidance I received was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

21. If I have contacted the Society to request a publication, the promptness of response was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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22. If I have contacted the Society to make a complaint about its services, guidance, or information provision etc. the way in which my complaint was dealt with was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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23. If I have contacted the Society to make a disciplinary complaint about a Member, the way in which my initial complaint was dealt with was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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24. If I have contacted the Society for advice and guidance relating to upgrading my membership, the support given was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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PLEASE PROCEED TO BOX D.1 – If you wish to make any further comments, please do so at the end of the survey.

D.1 SUBSYSTEM MEMBERSHIP

25. Are you a member of one or more of the Society's Sections, Divisions or Special Group?
 Yes: ☐ (Please respond to the questions listed below) No: ☐ (Please proceed to Box E.1)

26. Please indicate those that you belong to by ticking all of the relevant boxes below.

Cognitive Section	<input type="checkbox"/>	Psychobiology Section	<input type="checkbox"/>
Developmental Section	<input type="checkbox"/>	Psychotherapy Section	<input type="checkbox"/>
Psychology of Education Section	<input type="checkbox"/>	Sports and Exercise Psychology Section	<input type="checkbox"/>
Psychology of Women Section	<input type="checkbox"/>	Maths, Stats and Computing Section	<input type="checkbox"/>
Transpersonal Psychology Section	<input type="checkbox"/>	Social Psychology Section	<input type="checkbox"/>
Consciousness & Experiential Section	<input type="checkbox"/>	Lesbian and Gay Psychology Section	<input type="checkbox"/>
History of Psychology Section	<input type="checkbox"/>		
Division of Clinical Psychology	<input type="checkbox"/>	Division Counselling Psychology	<input type="checkbox"/>
Division of Educational and Child Psychology	<input type="checkbox"/>	Division Forensic Psychology	<input type="checkbox"/>
Division Health Psychology	<input type="checkbox"/>	Division Occupational Psychology	<input type="checkbox"/>
Division of Neuropsychology	<input type="checkbox"/>	Scottish Division Educational Psychology	<input type="checkbox"/>
Division of Teachers and Researchers in Psychology	<input type="checkbox"/>	Special Group of Psychologists and Social Services	<input type="checkbox"/>

27. Which Section, Division or Special Group do you MOST identify yourself with?

28. Please indicate the main reasons why you decided to join that Section, Division or Special Group?

(please tick all of those that apply)

To obtain a specialist title	<input type="checkbox"/>	Professional interest	<input type="checkbox"/>
Undertaking postgraduate training/supervision	<input type="checkbox"/>	Recognition required for employment purposes	<input type="checkbox"/>
Other:			<input type="checkbox"/>

PLEASE PROCEED TO BOX D.2 – If you wish to make any further comments, please do so at the end of the survey.

D.2 MEMBERSHIP OF A SUBSYSTEM

Please think about your experiences as member of the Subsystem (Section, Division or Special Group) listed in your response to Q.27, and indicate the extent to which the service you have received compares to what you would expect from a specialist section of an excellent professional membership organisation.

Please respond by selecting one of the response options on the scale provided. If you joined over 5 years ago and have difficulty responding to the statements, please indicate this by selecting 6 on the scale. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement.

(Please circle one of the response options on the scale provided)

29. The information I received from the Subsystem regarding how to become a member was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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30. Overall, the process of applying for membership of the Subsystem (from receiving and submitting the application form, to being elected) was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

31. The promptness of response to my request for an application pack was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

32. The assistance or advice I received in relation to filling out the application form was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

33. The information and advice I received if there was a problem or query with my application was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

Continued on next page

34. The promptness of my application being processed and accepted was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

35. The information I received once my application to become a member was accepted was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

36. The information I received on the benefits available to Subsystem members was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

37. If I have contacted the Subsystem for careers guidance and support, the information I received was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

38. If I have contacted the Subsystem to order a publication, the promptness of the response was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

39. If I have contacted the Subsystem to make a complaint about its services, guidance, or information provision, the way in which my complaint was dealt with was:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

40. The overall benefits of being a member of the Subsystem are:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	-------------------------------------	-----------------

PLEASE PROCEED TO BOX E.1 – If you wish to make any further comments, please do so at the end of the survey.

41. Please select the main reasons why you have maintained your membership of the Society.

Please can you also indicate how important these reasons are to you by placing rankings of 1 to 5 (5=most important) in the boxes next to the reasons you have selected.

	Ranking
Membership of the BPS provides me with a sense of professional identity as a psychologist	<input type="checkbox"/>
My membership of the BPS is a clear sign of my commitment to the discipline	<input type="checkbox"/>
My membership makes me feel part of the profession	<input type="checkbox"/>
My membership enables me to network with other members of the profession	<input type="checkbox"/>
My membership enables me to keep up to date on developments within the discipline	<input type="checkbox"/>
Membership of the BPS is important to my career	<input type="checkbox"/>
Being Registered as a Chartered Psychologist is important to me	<input type="checkbox"/>
Complying with and the protection provided by the Code of Conduct is important to me	<input type="checkbox"/>
Reduced journal subscription fees	<input type="checkbox"/>
Reduced conference registration fees	<input type="checkbox"/>
Opportunities to present at conferences	<input type="checkbox"/>
Receiving <i>The Psychologist</i>	<input type="checkbox"/>
Receiving <i>The Appointments Memorandum</i>	<input type="checkbox"/>
It is important for the Society to be the 'voice' of psychology	<input type="checkbox"/>
It is important for the Society to be in a position of influence	<input type="checkbox"/>
Course accreditation/Quality Assurance	<input type="checkbox"/>
Continuing Professional Development (activities and support)	<input type="checkbox"/>
Subsystem membership and involvement	<input type="checkbox"/>
Branch activities (local meetings, conferences etc)	<input type="checkbox"/>

PLEASE PROCEED TO BOX E.2 – If you wish to make any further comments, please do so at the end of the survey.

E.2 SUBSCRIPTION FEES

Please respond to the following statements.

(Please circle one of response options on the scale provided)

42. I believe that membership of the Society is excellent value for money

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
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43. I believe that the membership subscription fees are too high

(Reverse Scales)

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

44. I have no sense of what I receive in return for my subscription fee

(Reverse Scales)

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

45. I would be willing to pay a higher subscription fee to receive more and better services

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

PLEASE PROCEED TO BOX E.3 – If you wish to make any further comments, please do so at the end of the survey.

E.3 BENEFITS OF MEMBERSHIP

Please think about the kind of benefits you would expect to receive from an excellent professional membership organisation. Then think about the specific benefits of membership of the Society and indicate the extent to which these benefits compare to what you would expect to be provided by an excellent professional membership organisation. If a statement is not relevant or applicable to you, please do not respond and move on to the next statement.

(Please circle one of the response options on the scales provided)

46. Overall, The Psychologist is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

47. Overall, The Appointments Memorandum is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

48. The level of reduction in conference registration fees is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

49. The level of reduction in journal subscription fees is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

50. The professional indemnity insurance scheme is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

51. The benefits of Registration as a Chartered Psychologist are:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
---------------------------------	----------------------------	-----------------------------------	-----------------------------	----------------------------------	----------------------------------	-----------------

52. The careers material and information on training in psychology published by the Society is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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53. Overall, the Annual Conference is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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Continued on next page

54. Overall, the benefits of membership of the Society are:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

PLEASE PROCEED TO BOX F – If you wish to make any further comments, please do so at the end of the survey.

Please think about the kind of customer service you would expect to receive from an excellent professional membership organisation. Then think about your recent experiences with BPS staff and please indicate the extent to which the customer service received compares to what you would expect from an excellent professional membership organisation.

Please respond by selecting one of the response options on the scale provided. If you have not had any contact with the Society's staff in the last 2 years, please proceed to box G.

(Please circle one of the response options on the scale provided)

55. The reliability, consistency and dependability of BPS staff is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

56. The willingness and ability of the Society's staff to provide services in a timely manner is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

57. Overall, the competence (knowledge and skill) of the Society's staff is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

58. The approachability and ease of contact with the Society's staff is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

59. The levels of courtesy, politeness and respect I receive from the Society's staff is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

60. The ability of the Society's staff to listen and speak to me in a language I can understand is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
------------------------------------	-------------------------------	--------------------------------------	--------------------------------	-------------------------------------	-------------------------------------	-----------------

61. The effort of the staff to understand my needs is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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62. Overall, the quality of the BPS customer service provision is:

1 Much worse than I expected	2 Worse than I expected	3 About the same as I expected	4 Better than I expected	5 Much better than I expected	6 Don't know/ Cannot remember	7 No opinion
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PLEASE PROCEED TO BOX G – If you wish to make any further comments, please do so at the end of the survey.

G.1 COMMITMENT AND PARTICIPATION

We are interested in the extent of members' participation and commitment to the organisation.

Please indicate your strength of agreement or disagreement with these statements using the following scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

Agree/
Disagree

63. I feel a strong sense of belonging to the BPS ☐
64. I feel as if the BPS's problems are my own ☐
65. The BPS has a great deal of personal meaning for me ☐
66. I enjoy discussing the BPS with other people ☐
67. I have little, if any, emotional attachment with the BPS (Reverse scored) ☐
68. Right now, being a member of the BPS is a matter of necessity as much as desire ☐
69. Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now ☐
70. One serious consequence of dropping my Society membership would be the scarcity of available alternatives ☐
71. All psychologists should be members of the BPS ☐
72. Because it supports me, it is only right that I should support the Society through my continued membership ☐
73. Psychologists should not feel 'a sense of duty' to belong to the Society (Reverse scored) ☐

74. These statements relate to your sense of attachment and belonging to the Society. Please indicate to what extent it is important to you, as a member, to feel attached as that you belong to the organisation.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

75. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.2 – If you wish to make any further comments, please do so at the end of the survey.

G.2 COMMITMENT AND PARTICIPATION

Please respond to these statements using the following rating scale.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

Agree/
Disagree

76. If only for the sake of preserving and enhancing the discipline and profession of psychology, I feel that I have an obligation to maintain my membership of the BPS ☐
77. I do not think that the Society has a positive reputation beyond its members ☐
78. The BPS lacks national presence as a professional body (Reverse scored) ☐
79. The BPS lacks international presence as a professional body (Reverse scored) ☐
80. The BPS helps psychologists get the attention of Government (Reverse scored) ☐
81. The BPS is an effective lobby group for psychologists with the Research Councils, Funding Councils and other funding agencies ☐

82. These statements relate to your perceptions of the Society's reputation, standing and influence. Please indicate to what extent this is important to you as a member of the Society.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

83. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.3 – If you wish to make any further comments, please do so at the end of the survey.

If you are a member of a Section, Division or Special Group, please respond to the following questions.

(If you are not a Section, Division or Special Group member please proceed to Box G.4).

Please respond in relation to the Section, Division or Special Group you identify with the MOST as indicated in question 27.

Please indicate your strength of agreement or disagreement with these statements using the following scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

Agree/
Disagree

84. I usually attend the AGM of my subsystem ☐
85. I am keen to be involved in my subsystems activities ☐
86. If I can, I attend the Subsystems Annual Conference ☐
87. I would encourage other psychologists to join my Subsystem ☐
88. It is generally easy to find members willing to serve to keep the Subsystem running the way it ought to be run ☐
89. The contributions of volunteer members are explicitly and publicly recognised by my subsystem ☐
90. My subsystem subscription fee is good value for money ☐
91. It is my membership of my subsystem that encourages me to retain my membership of the Society ☐
92. I identify with my subsystem more than the Society as a whole ☐

93. These statements relate to your commitment to, participation in, and perceptions of your Subsystem (Section, Division or Special Group – as indicated in your response to Q.27). Please indicate to how important your Subsystem is to you, as a member of the Society.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

94. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.4 – If you wish to make any further comments, please do so at the end of the survey.

G.4 COMMITMENT AND PARTICIPATION

Please respond to these statements using the following rating scale.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

- | | Agree/
Disagree |
|---|--------------------------|
| 96. The AGM of the Society is of no interest to me (Bubble Scored) | <input type="checkbox"/> |
| 97. I usually participate in ballots of the Society's membership | <input type="checkbox"/> |
| 98. I do not feel I am sufficiently aware of the Society's activities to participate in ballots of the membership (Bubble Scored) | <input type="checkbox"/> |
| 99. I am keen to be involved in Society activities | <input type="checkbox"/> |
| 100. If I can, I attend the Society's Annual Conference | <input type="checkbox"/> |
| 101. The Annual Conference is of no interest to me (Bubble Scored) | <input type="checkbox"/> |
| 102. Insufficient regional events are held to allow me to participate in Society activities as much as I would like to (Bubble Scored) | <input type="checkbox"/> |
| 103. I would encourage other psychologists to join the Society | <input type="checkbox"/> |
| 104. It is generally easy to find members willing to serve to keep the Society running the way it ought to be run | <input type="checkbox"/> |
| 105. The contributions of volunteer members are explicitly and publicly recognised by the Society | <input type="checkbox"/> |
| 106. I would not encourage other members to volunteer to participate in Society activities (Bubble Scored) | <input type="checkbox"/> |
| 107. Being a member of BPS Committees and Boards is very rewarding | <input type="checkbox"/> |
| 108. The Society is seen as providing significant advantages in return for very little effort for those members who do get involved (Bubble Scored) | <input type="checkbox"/> |
| 109. The Society is overly reliant on volunteers (Bubble Scored) | <input type="checkbox"/> |

110. These statements relate to your levels of participation in the main events and activities of the Society. Please indicate to what extent it is important to you, as a member, to be actively engaged in the BPS.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

111. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.5 – If you wish to make any further comments, please do so at the end of the survey.

Please indicate your strength of agreement or disagreement with these statements using the following scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

Agree/
Disagree

112. I feel that the Society's main forms of communication with its members could be significantly improved *(Reverse Scored)* ☐
113. The flow of information to and from members is a serious problem for the Society ☐
114. I feel that the Society could do a lot more to facilitate and encourage interaction and networking between its members *(Reverse Scored)* ☐
115. I feel that the Society should have more regular contact with its members *(Reverse Scored)* ☐
116. I feel that my views are taken into account by the BPS ☐
117. The BPS provides adequate geographical representation of its members through its branches ☐
118. I do not know who the current President, Honorary General Secretary and Treasurer are *(Reverse Scored)* ☐

119. These statements relate to the Society's communication with and dissemination of information to, and between, its members. Please indicate to what extent it is important to you, as a member, to feel fully aware and informed of the Society and other members' activities and current concerns.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

120. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.6 – If you wish to make any further comments, please do so at the end of the survey.

Please indicate your strength of agreement or disagreement with these statements using the following scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

Agree/
Disagree

121. The Society is excessively bureaucratic *(Reverse Scored)* ☐
122. The Society is not willing to be accountable for its mistakes *(Reverse Scored)* ☐
123. The BPS is open and welcoming to its members ☐
124. The BPS is the 'guardian angel' for psychology ☐
125. The BPS is not known for supporting its members *(Reverse Scored)* ☐
126. The BPS meets my needs as a practitioner ☐
127. The BPS meets my needs as a researcher, teacher or academic ☐

128. These statements relate to your overall perceptions of the Society. Please indicate to what extent, as a member of the Society, these perceptions are important to you.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

129. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX H – If you wish to make any further comments, please do so at the end of the survey.

BOX H. MEMBERSHIP OF OTHER ORGANISATIONS

120. Are you a member of one or more other psychology-relevant organisations or associations?
If yes, please give details below:

121. If so, what do you feel (if anything) that this/these organisation(s) provide that the BPS does not offer?
Is there anything the BPS could learn from what they offer? Please give details below.

PLEASE PROCEED TO BOX I – If you wish to make any further comments, please do so at the end of the survey.

BOX I. ANY OTHER COMMENTS?

Please outline any additional comments you may have in the box below:

Thank you for participating in this survey. Your time and valuable assistance are very much appreciated.

Lisa Morrison Coulthard
Scientific Officer

THE BRITISH PSYCHOLOGICAL SOCIETY

MEMBERSHIP SURVEY



The Board of Trustees has authorised an in-depth survey of the Society's membership to allow the perceptions and expectations of the Society overall to be evaluated. This survey forms a major part of my PhD research which is sponsored by the Society.

This evaluation includes all aspects of being a member of the Society, from the process of joining membership, to general interactions with the Society and its staff, the perceptions of value for money, the adequacies of the benefits of membership, and expectations of the organisation overall. Similar aspects of subsystem membership are also covered.

Participation in the research is entirely voluntary, but its success does depend on members' co-operation and honesty.

Please work your way through this questionnaire carefully, reading the instructions for each section and answering all of the relevant questions so that your responses and views can be taken into account. It would be useful if you could please use blue or black ink to complete the survey. **Alternatively, an online version can be found at www.bps.org.uk. THE DEADLINE FOR RESPONSES IS 10 MAY 2004.**

Any information that you give is entirely confidential to the project and will be handled in accordance with the Data Protection Act.

If you have any queries, comments or wish to know more about my research, please contact me on 0116 2529510 or e-mail: lismor@bps.org.uk.

With many thanks for your time

Lisa Morrison Coulthard, *Scientific Officer*

A. PERSONAL DETAILS

Please complete all of the following sections:

1. Age:
2. Sex: Male ☐ Female ☐
3. Grade of Membership currently held: Graduate Member ☐ Fellow ☐
(please tick all of the boxes that apply) Chartered Psychologist ☐ Honorary Fellow ☐
Associate Fellow ☐ Honorary Life Member ☐
4. Number of years as a BPS member: Up to 1 year ☐ 6-10 years ☐
(please tick one box only) 1-5 years ☐ 10+ years ☐
5. Are you currently in employment or training as a psychologist? Yes: ☐ No: ☐ (please proceed to Q.7)
6. If yes, please give more details (then proceed to Q.8):
.....
7. If no, please give further details:
.....
8. Are you: (please tick all of those that apply)
employed by a Local Education Authority ☐ self employed ☐
employed by a University ☐ full-time ☐
employed by a School/College ☐ in private practice ☐
employed by a Research Unit ☐ part-time ☐
employed by the NHS ☐ other (please give details) ☐
employed by a commercial organisation ☐
employed by a prison/probation service ☐
.....
.....

PLEASE PROCEED TO BOX B.1 – If you wish to make any further comments, please do so at the end of the survey.

B.1 JOINING THE SOCIETY

9. Listed below are some of the main reasons for joining the Society. Please think about why you decided to become a member, and using the list below, indicate how important these reasons are to you by placing ratings of 1 to 5 (5=most important) in the boxes provided. Please provide a rating for only those reasons that are relevant to you. Please also list any reasons not included on the list in the space provided.

	Rating
To receive <i>The Psychologist</i>	<input type="checkbox"/>
To receive <i>The Appointments Memorandum</i>	<input type="checkbox"/>
Reduced journal subscription fees	<input type="checkbox"/>
Reduced conference registration fees	<input type="checkbox"/>
To gain recognition for the Graduate Basis for Registration (GBR)	<input type="checkbox"/>
To become Registered as a Chartered Psychologist	<input type="checkbox"/>
I felt that it was part of my identity as a psychologist	<input type="checkbox"/>
To join the professional body for psychologists	<input type="checkbox"/>
To be part of the British psychological community	<input type="checkbox"/>
I wanted to gain the status and respectability that membership gives	<input type="checkbox"/>
I wanted to receive support from the Society for my career as a psychologist	<input type="checkbox"/>
I wanted the opportunity to become involved in the Society	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>
.....	

PLEASE PROCEED TO BOX B.2 – If you wish to make any further comments, please do so at the end of the survey.

B.2 BECOMING A MEMBER

Based upon your experiences as a member of the Society, please think about the kind of service that you would expect to receive from an excellent professional membership organisation. Then think about the Society and its customer service. For each of the following statements, please indicate the extent to which the Society compares to what you would expect of an excellent professional membership organisation.

Please respond by circling one of the response options on the scale provided. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement. If you joined over 5 years ago and have difficulty responding to the statements, please proceed to Box C.

10. The information I received from the Society regarding how to become a member was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

11. Overall, the process of applying for membership of the Society (from receiving and submitting the application form, to being elected) was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

12. The promptness of response to my request for an application pack was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

13. The assistance or advice I received in relation to filling out the application form was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

14. The information and advice I received if there was a problem or query with my application was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

15. The promptness of my application being processed and accepted was:

1	2	3	4	5	6	7
Much worse than I would expect	Worse than I would expect	About the same as I would expect	Better than I would expect	Much better than I would expect	Don't know	No opinion

Continued on next page

16. The information I received once my application to become a member was accepted was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

17. The information I received on the benefits available to members was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

PLEASE PROCEED TO BOX C. – If you wish to make any further comments, please do so at the end of the survey.

Again, as for Section B.2, please think about a recent occasion when you have contacted the Society and indicate the extent to which the service you received compares to what you would expect from an excellent professional membership organisation. If you have not had any contact with the Society in the past 2 years, please proceed to Box D.1.

Please respond by circling one of the response options on the scale provided. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement.

18. If I have contacted the Society with an enquiry, the way in which it was dealt with was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

19. If I have contacted the Society for ethical advice and support, the information and guidance I have received was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

20. If I have contacted the Society for careers advice and support, the information and guidance I received was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

21. If I have contacted the Society to request a publication, the promptness of response was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

22. If I have contacted the Society to make a complaint about its services, guidance, or information provision etc. the way in which my complaint was dealt with was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

23. If I have contacted the Society to make a disciplinary complaint about a Member, the way in which my initial complaint was dealt with was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

24. If I have contacted the Society for advice and guidance relating to upgrading my membership, the information and support given was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

PLEASE PROCEED TO BOX D.1 – If you wish to make any further comments, please do so at the end of the survey.

D.1 SUBSYSTEMS

25. Are you a member of one or more of the Society's Sections, Divisions or Special Group?

Yes: ☐ (Please proceed to Q.27)

No: ☐ (Please proceed to Q.26)

26. Do you intend to join one of the Society's Sections, Divisions or Special Group?

Yes: ☐ (please give details below, then proceed to Box E.1)

No: ☐ (Please proceed to Box E.1)

27. Please indicate those that you belong to by ticking all of the relevant boxes below.

Cognitive Section	<input type="checkbox"/>	Psychobiology Section	<input type="checkbox"/>
Developmental Section	<input type="checkbox"/>	Psychotherapy Section	<input type="checkbox"/>
Psychology of Education Section	<input type="checkbox"/>	Sports and Exercise Psychology Section	<input type="checkbox"/>
Psychology of Women Section	<input type="checkbox"/>	Maths, Stats and Computing Section	<input type="checkbox"/>
Transpersonal Psychology Section	<input type="checkbox"/>	Social Psychology Section	<input type="checkbox"/>
Consciousness & Experiential Section	<input type="checkbox"/>	Lesbian and Gay Psychology Section	<input type="checkbox"/>
History of Psychology Section	<input type="checkbox"/>		
Division of Clinical Psychology	<input type="checkbox"/>	Division Counselling Psychology	<input type="checkbox"/>
Division of Educational and Child Psychology	<input type="checkbox"/>	Division Forensic Psychology	<input type="checkbox"/>
Division Health Psychology	<input type="checkbox"/>	Division Occupational Psychology	<input type="checkbox"/>
Division of Neuropsychology	<input type="checkbox"/>	Scottish Division Educational Psychology	<input type="checkbox"/>
Division of Teachers and Researchers in Psychology	<input type="checkbox"/>	Special Group of Psychologists and Social Services	<input type="checkbox"/>

28. Which Section, Division or Special Group do you MOST identify with?

29. Please indicate the main reasons why you decided to join that Section, Division or Special Group?

(please tick all of those that apply)

To obtain a specialist title

☐

Professional interest

☐

Undertaking postgraduate training/supervision

☐

Recognition required for employment purposes

☐

Other ☐

PLEASE PROCEED TO BOX D.2 – If you wish to make any further comments, please do so at the end of the survey.

D.2 MEMBERSHIP OF A SUBSYSTEM

Please think about your experiences as member of the Subsystem (Section, Division or Special Group) listed in your response to Q.28, and indicate the extent to which the service you have received compares to what you would expect from a specialist section of an excellent professional membership organisation.

Please respond by circling one of the response options on the scale provided. If a statement is not relevant or applicable to you, please do not respond and move onto the next statement. If you joined over 5 years ago and have difficulty responding to the statements, please proceed to Box E.1.

30. The information I received from the Subsystem regarding how to become a member was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

31. Overall, the process of applying for membership of the Subsystem (from receiving and submitting the application form, to being elected) was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

32. The promptness of response to my request for an application pack was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

33. The assistance or advice I received in relation to filling out the application form was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

34. The information and advice I received if there was a problem or query with my application was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

Continued on next page

35. The promptness of my application being processed and accepted was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

36. The information I received once my application to become a member was accepted was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

37. The information I received on the benefits available to Subsystem members was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

38. If I have contacted the Subsystem for careers guidance and support, the information I received was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

39. If I have contacted the Subsystem to order a publication, the promptness of the response was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

40. If I have contacted the Subsystem to make a complaint about its services, guidance, or information provision, the way in which my complaint was dealt with was:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

41. The overall benefits of being a member of the Subsystem are:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

PLEASE PROCEED TO BOX E.1 – If you wish to make any further comments, please do so at the end of the survey.

42. Listed below are some of the main reasons for retaining membership of the Society. Please think about why you have remained a member, and using the list below, indicate how important these reasons are to you by placing ratings of 1 to 5 (5=most important) in the boxes provided. Please provide a rating for only those reasons that are relevant to you. Please also list any reasons not included on the list in the space provided overleaf.

Rating

Membership of the BPS provides me with a sense of professional identity as a psychologist	<input type="checkbox"/>
My membership of the BPS is a clear sign of my commitment to the discipline	<input type="checkbox"/>
My membership makes me feel part of the profession	<input type="checkbox"/>
My membership enables me to network with other members of the profession	<input type="checkbox"/>
My membership enables me to keep up to date on developments within the discipline	<input type="checkbox"/>
Membership of the BPS is important to my career	<input type="checkbox"/>
Being Registered as a Chartered Psychologist is important to me	<input type="checkbox"/>
Complying with and the protection provided by the Code of Conduct is important to me	<input type="checkbox"/>
Reduced journal subscription fees	<input type="checkbox"/>
Reduced conference registration fees	<input type="checkbox"/>
Opportunities to present at conferences	<input type="checkbox"/>
Receiving <i>The Psychologist</i>	<input type="checkbox"/>
Receiving <i>The Appointments Memorandum</i>	<input type="checkbox"/>
It is important for the Society to be the 'voice' of psychology	<input type="checkbox"/>
It is important for the Society to be in a position of influence	<input type="checkbox"/>
Course accreditation/Quality Assurance	<input type="checkbox"/>
Continuing Professional Development (activities and support)	<input type="checkbox"/>
Subsystem membership and involvement	<input type="checkbox"/>
Branch activities (local meetings, conferences etc)	<input type="checkbox"/>

Continued on next page

E.1

Other reasons:..... ☐

.....

.....

PLEASE PROCEED TO BOX E.2 – If you wish to make any further comments, please do so at the end of the survey.

E.2 SUBSCRIPTION FEES

Please respond to the following statements by circling one of the response options on the scales provided.

43. I believe that membership of the Society is excellent value for money

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

44. I believe that the membership subscription fees are too high (Reverse Scores)

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

45. I have no sense of what I receive in return for my subscription fee (Reverse Scores)

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

46. I would be willing to pay a higher subscription fee to receive more and better services

1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree	6 Don't know	7 No opinion
------------------------	---------------	--------------	------------	---------------------	-----------------	-----------------

PLEASE PROCEED TO BOX E.3 – If you wish to make any further comments, please do so at the end of the survey.

E.3 BENEFITS OF MEMBERSHIP

Please think about the kind of benefits you would expect to receive from an excellent professional membership organisation. Then think about the specific benefits of membership of the Society and indicate the extent to which these benefits compare to what you would expect to be provided by an excellent professional membership organisation. If a statement is not relevant or applicable to you, please do not respond and move on to the next statement.

(Please circle one of the response options on the scales provided)

47. Overall, The Psychologist is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

48. Overall, the Appointments Memorandum is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

49. The level of reduction in conference registration fees is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

50. The level of reduction in journal subscription fees is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

51. The professional indemnity insurance scheme is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

52. The benefits of Registration as a Chartered Psychologist are:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

53. The careers material and information on training in psychology published by the Society is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
-------------------------------------	--------------------------------	---------------------------------------	---------------------------------	--------------------------------------	-----------------	-----------------

Continued on next page

54. Overall, the Annual Conference is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
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55. Overall, the benefits of membership of the Society are:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
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PLEASE PROCEED TO BOX F – If you wish to make any further comments, please do so at the end of the survey.

If you have had some contact with BPS staff over the past 2 years, please respond to the items below. If you have not had any recent contact, please proceed to Box G.1.

Before responding to these items, please think about the kind of customer service you would expect to receive from an excellent professional membership organisation. Then think about your recent experiences with BPS staff and indicate the extent to which the customer service received compares to what you would expect from an excellent professional membership organisation.

(Please respond by circling one of the response options on the scale provided)

56. The reliability, consistency and dependability of BPS staff is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
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57. The willingness and ability of the Society's staff to provide services in a timely manner is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

58. Overall, the competence (knowledge and skill) of the Society's staff is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

59. The approachability and ease of contact with the Society's staff is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

60. The levels of courtesy, politeness and respect I receive from the Society's staff is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

61. The ability of the Society's staff to listen and speak to me in a language I can understand is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

62. The effort of the staff to understand my needs is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

63. Overall, the quality of the BPS customer service provision is:

1 Much worse than I would expect	2 Worse than I would expect	3 About the same as I would expect	4 Better than I would expect	5 Much better than I would expect	6 Don't know	7 No opinion
--	-----------------------------------	--	------------------------------------	---	-----------------	-----------------

PLEASE PROCEED TO BOX G – If you wish to make any further comments, please do so at the end of the survey.

G.1 COMMITMENT

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

64. I feel a strong sense of belonging to the BPS ☐
65. I feel as if the BPS's problems are my own ☐
66. The BPS has a great deal of personal meaning for me ☐
67. I enjoy discussing the BPS with other people ☐
68. I have little, if any, emotional attachment with the BPS (Reverse scored) ☐
69. Right now, remaining a member of the BPS is a matter of necessity as much as desire ☐
70. Too much of my career would be disrupted if I decided that I wanted to drop my Society membership right now ☐
71. One serious consequence of dropping my Society membership would be the scarcity of available alternatives ☐
72. All psychologists should be members of the BPS ☐
73. Because it supports me, it is only right that I should support the Society through my continued membership ☐
74. Psychologists should not feel 'a sense of duty' to belong to the Society (Reverse scored) ☐
75. If only for the sake of preserving and enhancing the discipline and profession of psychology, I feel that I have an obligation to maintain my membership of the BPS ☐

76. These statements relate to your sense of attachment and belonging to the Society. Please indicate to what extent it is important to you, as a member, to feel attached and that you belong to the organisation.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

77. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.2 – If you wish to make any further comments, please do so at the end of the survey.

G.2 REPUTATION

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

78. I do not think that the Society has a positive reputation beyond its members (Reverse scored) ☐
79. The BPS lacks national presence as a professional body (Reverse scored) ☐
80. The BPS lacks international presence as a professional body (Reverse scored) ☐
81. The BPS helps psychologists get the attention of Government ☐
82. The BPS is an effective lobby group for psychologists with the Research Councils, Funding Councils and other funding agencies ☐

83. These statements relate to your perceptions of the Society's reputation, standing and influence. Please indicate to what extent this is important to you as a member of the Society.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

Continued on next page

G.2

84. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.3 – If you wish to make any further comments, please do so at the end of the survey.

G.3 SUBSYSTEM MEMBERSHIP

If you are a member of a Section, Division or Special Group, please respond to the following questions. (If you are not a Section, Division or Special Group member please proceed to Box G.4).

Please respond in relation to the Section, Division or Special Group you identify with the MOST as indicated in question 28.

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

85. I usually attend the AGM of my subsystem ☐
86. I am keen to be involved in my subsystems activities ☐
87. If I can, I attend the Subsystems Annual Conference ☐
88. I would encourage other psychologists to join my Subsystem ☐
89. The contributions of volunteer members are openly and publicly recognised by my subsystem ☐
90. My subsystem subscription fee is good value for money ☐
91. It is my membership of my subsystem that encourages me to retain my membership of the Society ☐
92. I identify with my subsystem more than the Society as a whole ☐

93. These statements relate to your commitment to, participation in, and perceptions of your Subsystem (Section, Division or Special Group – as indicated in your response to Q.28). Please indicate how important your Subsystem is to you.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

94. If your subsystem is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.4 – If you wish to make any further comments, please do so at the end of the survey.

G.4 PARTICIPATION

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

95. The AGM of the Society is of no interest to me (REVERSE SCORED) ☐
96. I usually participate in ballots of the Society's membership ☐
97. I do not feel I am sufficiently aware of the Society's activities to participate in ballots of the membership (REVERSE SCORED) ☐
98. I am keen to be involved in Society activities ☐
99. If I can, I attend the Society's Annual Conference ☐
100. The Annual Conference is of no interest to me (REVERSE SCORED) ☐
101. Insufficient regional events are held to allow me to participate in Society activities as much as I would like to (REVERSE SCORED) ☐
102. I would encourage other psychologists to join the Society ☐
103. It is generally easy to find members willing to serve to keep the Society running the way it ought to be run ☐
104. The contributions of volunteer members are openly and publicly recognised by the Society ☐
105. I would not encourage other members to volunteer to participate in Society activities (REVERSE SCORED) ☐
106. Being a member of BPS Committees and Boards is very rewarding ☐
107. The Society is seen as providing significant advantages in return for very little effort for those members who do get involved (REVERSE SCORED) ☐
108. The Society is overly reliant on volunteers (REVERSE SCORED) ☐

109. These statements relate to your levels of participation in the main events and activities of the Society. Please indicate to what extent it is important to you, as a member, to be actively involved in the BPS.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

110. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.5 – If you wish to make any further comments, please do so at the end of the survey.

G.5 COMMUNICATION

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

111. I feel that the Society's main forms of communication with its members could be significantly improved (REVERSE SCORED) ☐
112. The flow of information to and from members is a serious problem for the Society (REVERSE SCORED) ☐
113. I feel that the Society could do a lot more to facilitate and encourage interaction and networking between its members (REVERSE SCORED) ☐
114. I feel that the Society should have more regular contact with its members (REVERSE SCORED) ☐
115. I feel that my views are taken into account by the BPS ☐
116. The BPS provides adequate geographical representation of its members through its Branches ☐

Continued on next page

117. These statements relate to the Society's communication with and dissemination of information to, and between, its members. Please indicate to what extent it is important to you, as a member, to feel fully aware and informed of Society (and other members') activities and current concerns.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

118. If it is important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX G.6 – If you wish to make any further comments, please do so at the end of the survey.

Please indicate your strength of agreement or disagreement with these statements using the following rating scale:

1	2	3	4	5	6	7
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	No opinion

(Please enter your response in the box provided)

Response

119. The Society is excessively bureaucratic (Reverse Scored) ☐
120. The Society is not willing to be accountable for its mistakes (Reverse Scored) ☐
121. The BPS is open and welcoming to its members ☐
122. The BPS is the 'guardian angel' for psychology ☐
123. The BPS is not known for supporting its members (Reverse Scored) ☐
124. The BPS meets my needs as a practitioner ☐
125. The BPS meets my needs as a researcher, teacher or academic ☐

126. These statements relate to your overall perceptions of the Society. Please indicate to what extent, as a member, your perceptions of the Society are important to you.

(Please circle one of the response options on the scale provided)

1	2	3	4	5	6	7
Very unimportant	Unimportant	Neutral	Important	Very important	Don't know	No opinion

127. If they are important to you, are there any specific issues highlighted in the statements above that are of particular significance to you? If so, please give details.

PLEASE PROCEED TO BOX H – If you wish to make any further comments, please do so at the end of the survey.

BOX H. MEMBERSHIP OF OTHER ORGANISATIONS

128. Are you a member of one (or more) other psychology-related organisations or associations?

If yes, please give details below:

129. If so, what do you feel (if anything) that this/these organisation(s) provide that the BPS does not offer?
Is there anything the BPS could learn from what they offer? Please give details below.

PLEASE PROCEED TO BOX I – If you wish to make any further comments, please do so at the end of the survey.

BOX I. ANY OTHER COMMENTS?

Please outline any additional comments you may have in the box below:

Thank you for participating in this survey. Your time and valuable assistance are very much appreciated.

Lisa Morrison Coulthard
Scientific Officer

PLEASE RETURN IN THE PRE-PAID ENVELOPE PROVIDED BY NO LATER THAN 10 MAY 2004.

APPENDIX 7.1

**Table of Means, SDs and Percentages of DK and NO responses
(QQ. 10-24, 30-41, 43-76, 78-83, 85-93, 95-109, 111-117 and 119-126).**

Question	Data
10.	
Mean	2.99
SD	.67
Percentage of DK responses	3.3
Percentage of NO responses	4.5
11.	
Mean	2.81
SD	.84
Percentage of DK responses	1.7
Percentage of NO responses	3.3
12.	
Mean	3.24
SD	.79
Percentage of DK responses	7.2
Percentage of NO responses	6.3
13.	
Mean	2.88
SD	.77
Percentage of DK responses	6.6
Percentage of NO responses	17.1
14.	
Mean	2.92
SD	.93
Percentage of DK responses	9.2
Percentage of NO responses	28.9
15.	
Mean	2.88
SD	.93
Percentage of DK responses	4.9
Percentage of NO responses	6.7
16.	
Mean	3.17
SD	.69
Percentage of DK responses	4
Percentage of NO responses	6.3
17.	
Mean	2.92
SD	.79
Percentage of DK responses	5.3
Percentage of NO responses	5.9
18.	
Mean	3.05
SD	.98
Percentage of DK responses	1.3
Percentage of NO responses	5.7
19.	
Mean	2.87
SD	1.10
Percentage of DK responses	12
Percentage of NO responses	49.3
20.	
Mean	2.72
SD	1.06
Percentage of DK responses	8.9
Percentage of NO responses	38.7
21.	
Mean	3.32
SD	.93
Percentage of DK responses	10.4
Percentage of NO responses	36.7
22.	
Mean	2.54
SD	1.12
Percentage of DK responses	14.1
Percentage of NO responses	59.2
23.	
Mean	2.61
SD	1.12
Percentage of DK responses	18
Percentage of NO responses	70.8
24.	

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Mean	2.87
SD	.99
Percentage of DK responses	6.1
Percentage of NO responses	27
30.	
Mean	3
SD	.75
Percentage of DK responses	2.3
Percentage of NO responses	4.4
31.	
Mean	2.91
SD	.85
Percentage of DK responses	2.3
Percentage of NO responses	4.5
32.	
Mean	3.09
SD	.76
Percentage of DK responses	4.4
Percentage of NO responses	7.6
33.	
Mean	2.88
SD	.76
Percentage of DK responses	6.1
Percentage of NO responses	20.8
34.	
Mean	2.83
SD	.88
Percentage of DK responses	8.5
Percentage of NO responses	32.1
35.	
Mean	2.78
SD	.93
Percentage of DK responses	3.8
Percentage of NO responses	8.2
36.	
Mean	3.05
SD	.72
Percentage of DK responses	3.6
Percentage of NO responses	8.1
37.	
Mean	2.83
SD	.78
Percentage of DK responses	5.8
Percentage of NO responses	10.3
38.	
Mean	2.84
SD	1.05
Percentage of DK responses	12.1
Percentage of NO responses	51.2
39.	
Mean	3.32
SD	.84
Percentage of DK responses	11.6
Percentage of NO responses	47.7
40.	
Mean	2.69
SD	1.06
Percentage of DK responses	15.9
Percentage of NO responses	65.9
41.	
Mean	2.98
SD	.87
Percentage of DK responses	3.8
Percentage of NO responses	7.3
43.	
Mean	2.97
SD	1.06
Percentage of DK responses	1.1
Percentage of NO responses	.8
44.	
Mean	2.70
SD	1.03
Percentage of DK responses	1.3
Percentage of NO responses	1.4
45.	
Mean	3.07
SD	1.11
Percentage of DK responses	.6

APPENDIX 7.1

Percentage of NO responses	1.3
46.	
Mean	2.48
SD	1.01
Percentage of DK responses	4.1
Percentage of NO responses	1.7
47.	
Mean	3.20
SD	.83
Percentage of DK responses	.3
Percentage of NO responses	.8
48.	
Mean	3.21
SD	.80
Percentage of DK responses	1.5
Percentage of NO responses	6.7
49.	
Mean	2.73
SD	.63
Percentage of DK responses	20.5
Percentage of NO responses	24.9
50.	
Mean	3.11
SD	.74
Percentage of DK responses	15.8
Percentage of NO responses	18.5
51.	
Mean	3.27
SD	.77
Percentage of DK responses	27.6
Percentage of NO responses	25
52.	
Mean	2.85
SD	.84
Percentage of DK responses	22.1
Percentage of NO responses	17.7
53.	
Mean	2.91
SD	.85
Percentage of DK responses	16.9
Percentage of NO responses	16
54.	
Mean	2.85
SD	.83
Percentage of DK responses	36
Percentage of NO responses	28.8
55.	
Mean	2.79
SD	.76
Percentage of DK responses	4
Percentage of NO responses	3
56.	
Mean	3.07
SD	.88
Percentage of DK responses	4.3
Percentage of NO responses	6.2
57.	
Mean	3.09
SD	.96
Percentage of DK responses	3
Percentage of NO responses	5.2
58.	
Mean	3.08
SD	.88
Percentage of DK responses	6.8
Percentage of NO responses	6.4
59.	
Mean	3.18
SD	.94
Percentage of DK responses	2.7
Percentage of NO responses	4
60.	
Mean	3.36
SD	.83
Percentage of DK responses	2.4
Percentage of NO responses	3.9
61.	
Mean	3.21

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SD	.73
Percentage of DK responses	4.2
Percentage of NO responses	9.9
62.	
Mean	3.06
SD	.88
Percentage of DK responses	3.7
Percentage of NO responses	7.2
63.	
Mean	3.08
SD	.94
Percentage of DK responses	2.9
Percentage of NO responses	4.9
64.	
Mean	3.07
SD	1.07
Percentage of DK responses	.2
Percentage of NO responses	.9
65.	
Mean	2.08
SD	.95
Percentage of DK responses	1.1
Percentage of NO responses	3.1
66.	
Mean	2.43
SD	1.06
Percentage of DK responses	.3
Percentage of NO responses	1.5
67.	
Mean	2.35
SD	1.06
Percentage of DK responses	.7
Percentage of NO responses	4.9
68.	
Mean	2.56
SD	1.16
Percentage of DK responses	.5
Percentage of NO responses	1.4
69.	
Mean	3.42
SD	1.23
Percentage of DK responses	.8
Percentage of NO responses	1.7
70.	
Mean	2.94
SD	1.40
Percentage of DK responses	3
Percentage of NO responses	3.8
71.	
Mean	3.37
SD	1.29
Percentage of DK responses	4.6
Percentage of NO responses	6.6
72.	
Mean	3.66
SD	1.21
Percentage of DK responses	2.5
Percentage of NO responses	3
73.	
Mean	3.12
SD	1.09
Percentage of DK responses	1.7
Percentage of NO responses	3.6
74.	
Mean	2.88
SD	1.12
Percentage of DK responses	2.2
Percentage of NO responses	2.7
75.	
Mean	3.4
SD	1.11
Percentage of DK responses	1.2
Percentage of NO responses	2.7
78.	
Mean	3.15
SD	1.09
Percentage of DK responses	15
Percentage of NO responses	3

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79.	
Mean	2.76
SD	1.16
Percentage of DK responses	10
Percentage of NO responses	2.2
80.	
Mean	2.67
SD	1.16
Percentage of DK responses	25
Percentage of NO responses	4.4
81.	
Mean	3.09
SD	1.05
Percentage of DK responses	22.6
Percentage of NO responses	3.3
82.	
Mean	3.10
SD	1.03
Percentage of DK responses	38.7
Percentage of NO responses	6.9
85.	
Mean	2.05
SD	1.10
Percentage of DK responses	.6
Percentage of NO responses	3.2
86.	
Mean	2.95
SD	1.12
Percentage of DK responses	.6
Percentage of NO responses	2.3
87.	
Mean	2.80
SD	1.30
Percentage of DK responses	.8
Percentage of NO responses	3
88.	
Mean	3.73
SD	.96
Percentage of DK responses	1.5
Percentage of NO responses	3
89.	
Mean	3.25
SD	1.08
Percentage of DK responses	34.7
Percentage of NO responses	10.1
90.	
Mean	3.39
SD	1.04
Percentage of DK responses	5.2
Percentage of NO responses	4.4
91.	
Mean	3.34
SD	1.27
Percentage of DK responses	1
Percentage of NO responses	3.7
92.	
Mean	3.57
SD	1.25
Percentage of DK responses	.8
Percentage of NO responses	2.5
95.	
Mean	2.58
SD	.99
Percentage of DK responses	2.6
Percentage of NO responses	3.4
96.	
Mean	2.99
SD	1.21
Percentage of DK responses	.5
Percentage of NO responses	1.8
97.	
Mean	2.67
SD	1.13
Percentage of DK responses	.9
Percentage of NO responses	2
98.	
Mean	2.72
SD	.96

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Percentage of DK responses	1.3
Percentage of NO responses	1.5
99.	
Mean	2.33
SD	1.03
Percentage of DK responses	.7
Percentage of NO responses	2.4
100.	
Mean	3.13
SD	1.07
Percentage of DK responses	.9
Percentage of NO responses	1.6
101.	
Mean	2.78
SD	1.06
Percentage of DK responses	8.1
Percentage of NO responses	8
102.	
Mean	3.75
SD	.90
Percentage of DK responses	2.1
Percentage of NO responses	2.4
103.	
Mean	2.46
SD	.90
Percentage of DK responses	42.6
Percentage of NO responses	13.2
104.	
Mean	2.93
SD	.96
Percentage of DK responses	44.3
Percentage of NO responses	11.9
105.	
Mean	3.66
SD	.84
Percentage of DK responses	9.1
Percentage of NO responses	16.3
106.	
Mean	3.08
SD	.92
Percentage of DK responses	49.3
Percentage of NO responses	20.7
107.	
Mean	3.40
SD	.99
Percentage of DK responses	41.5
Percentage of NO responses	16.8
108.	
Mean	2.63
SD	.97
Percentage of DK responses	51
Percentage of NO responses	16.7
111.	
Mean	2.72
SD	.99
Percentage of DK responses	30.7
Percentage of NO responses	9.8
112.	
Mean	3.4
SD	1.01
Percentage of DK responses	4.3
Percentage of NO responses	3.9
113.	
Mean	2.33
SD	.88
Percentage of DK responses	18
Percentage of NO responses	5.9
114.	
Mean	2.75
SD	.95
Percentage of NO responses	8.9
Percentage of DK responses	4.9
115.	
Mean	2.68
SD	.95
Percentage of DK responses	17.7
Percentage of NO responses	15.5
116.	

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Mean	2.94
SD	.97
Percentage of DK responses	35
Percentage of NO responses	10
119.	
Mean	2.46
SD	.104
Percentage of DK responses	28
Percentage of NO responses	9.3
120.	
Mean	3.10
SD	1.02
Percentage of DK responses	41.6
Percentage of NO responses	12.4
121.	
Mean	3.24
SD	.93
Percentage of DK responses	8.5
Percentage of NO responses	4
122.	
Mean	3
SD	1.09
Percentage of DK responses	9.6
Percentage of NO responses	8
123.	
Mean	3.12
SD	.98
Percentage of DK responses	29.2
Percentage of NO responses	9.1
124.	
Mean	3
SD	1.04
Percentage of DK responses	5.8
Percentage of NO responses	17.6
125.	
Mean	3.01
SD	1.01
Percentage of DK responses	8.7
Percentage of NO responses	29.5

Overall Responses

Question:	All Respondents - percentage (N= 6453)
1. Age	Range 21-92, mean = 41.6
2. Sex:	
Male	28
Female	72
3. Grade of Membership:	
Graduate Member	100
Chartered Psychologist	33.3
Associate Fellow	16.4
Fellow	2.9
Honorary Fellow	.2
Hon Life Member	.4
4. Number of Years as a Member:	
Up to 1	5.2
1-5	20.8
6-10	21.9
Over 10	40.8
5. In employment or training as a psychologist:	69.1 – Yes 29.3 – No
6. Employment/ training as a psychologist (number of respondents)	
Clinical psychology	1073
Neuropsychology	32
Counselling psychology	189
Health psychology	99
Forensic psychology	208
Academic	427
Teaching	67
Assistant posts	232
MSc/ PhD	135
Occupational Psychology	320
Educational Psychology	424
Other	37
7. Not in Employment or training as a psychologist (number of respondents)	
Retired	267
Counselling/ Psychotherapy	117
Community mental health	53
Nursing	46
Social work	21
Administration	41
Teaching	151
HR/ recruitment	48
Research/ academic	121
Postgraduate training in other disciplines	22
Seeking postgraduate training in psychology	20
Occupational development	43
Maternity leave/ child care	51
Seeking employment	109
Other	197
8. Employed by (percent):	
LEA	9.8
University	16
School/ College	3.4
Research Unit	1.4
NHS	32.4
Commercial Org	6.6
Prison/ Probation Service	3.2
Self Employed	13
Fulltime	9.4
Private Practice	12.9
Parttime	15.1
Other	

APPENDIX 7.2

Section B.1: Reasons for Joining

9. Reasons for joining (% rated most imp):	
<i>The Psych</i>	13.9
<i>App memo</i>	24.7
<i>Journals</i>	3.9
<i>Conferences</i>	2
<i>GBR</i>	36.5
<i>Chartered</i>	32.2
<i>Identity</i>	21.4
<i>Prof/body</i>	34
<i>Community</i>	17.4
<i>Status/ respect</i>	14.4
<i>Support</i>	12
<i>Involvement</i>	2.8
<i>Other</i>	5.2

Section B.2: Becoming a Member

Q. 10 (valid percent)	
1	2.3
2	11.2
3	66.2
4	9.8
5	2.7
6	3.3
7	4.5
Q. 11	
1	6.2
2	22.2
3	53.3
4	10.2
5	3.2
6	1.7
7	3.3
Q. 12	
1	2.1
2	6.9
3	52.1
4	19.2
5	6.3
6	7.2
7	6.3
Q. 13	
1	3.9
2	13.9
3	48.5
4	7.8
5	2.2
6	6.6
7	17.1
Q. 14	
1	4.7
2	11.9
3	31.9
4	10.2
5	3.1
6	9.2
7	28.9
Q. 15	
1	7.7
2	17.1
3	46
4	13.5
5	4.1
6	4.9
7	6.7

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Q. 16	
1	1.3
2	7.2
3	60.4
4	16.9
5	4
6	4
7	6.3
Q. 17	
1	3.1
2	19.2
3	50.7
4	12.9
5	2.8
6	5.3
7	5.9

Section C: Contact with the Society

Q. 18	
1	6.3
2	17.3
3	42
4	20.6
5	6.8
6	1.3
7	5.7
Q. 19	
1	4.9
2	8.6
3	14.9
4	7.2
5	3.1
6	12
7	49.3
Q. 20	
1	6.9
2	14.9
3	19.4
4	8.1
5	3.1
6	8.9
7	38.7
Q. 21	
1	2.1
2	5.3
3	24.5
4	15.6
5	5.5
6	10.4
7	36.7
Q. 22	
1	5.4
2	7.8
3	8.8
4	3.1
5	1.6
6	14.1
7	59.2
Q. 23	
1	2.4
2	2.2
3	4.4
4	1.5
5	.6
6	18
7	70.8

APPENDIX 7.2

Q. 24	
1	7
2	13.4
3	32.2
4	10.6
5	3.9
6	6.1
7	27

Section D.1: Subsystem Membership

Q. 25	
Yes	56.9
No	35.7
Q. 26	
Yes	16.6
No	23.6
Q. 27	DCP 22.7 DECP 6.3 DoN 3.7 DHP 4.8 DFP 5.1 DOP 9.9 DCoP 5.4
Q. 28	DCP 38.1 DOP 16.5 DECP 9.4
Q. 29	
specialist title	14.5
professional interest	18.7
postgraduate training/ supervision	41.3
employment	16.2
other	4.9

Section D.2: Membership of a Subsystem

Q. 30	
1	3.8
2	11.2
3	62.5
4	12.6
5	3.2
6	2.3
7	4.4
Q. 31	
1	6.4
2	15.4
3	54.7
4	13.3
5	3.3
6	2.3
7	4.5
Q.32	
1	3.3
2	7.6
3	58.4
4	14.9
5	3.8
6	4.4
7	7.6
Q. 33	
1	4.8
2	10.5
3	49.3
4	6.2
5	2.4

APPENDIX 7.2

6	6.1
7	20.8
Q. 34	
1	5.6
2	9.8
3	35.3
4	6.2
5	2.4
6	8.5
7	32.1
Q. 35	
1	9.7
2	16.9
3	47.5
4	10.5
5	3.3
6	3.8
7	8.2
Q. 36	
1	2.5
2	10.5
3	58.6
4	13.6
5	3
6	3.6
7	8.1
Q. 37	
1	3.4
2	21.6
3	47.8
4	8.6
5	2.6
6	5.8
7	10.3
Q. 38	
1	4.6
2	7.3
3	16.9
4	5.4
5	2.6
6	12.1
7	51.2
Q. 39	
1	1.1
2	2.7
3	22.8
4	10.3
5	3.8
6	11.6
7	47.7
Q. 40	
1	3.1
2	3.4
3	8.7
4	1.9
5	1.1
6	15.9
7	65.9
Q. 41	
1	4.3
2	16.2
3	50
4	13.5
5	4.9
6	3.8
7	7.3

Section E.1: Reasons for Retaining Membership

Q. 42 (most impt – percent)	
identity	25.9
commitment	16.2
profession	18.7
network	6.6
keep up to date	25.7
important to career	20.7
C Psychol	31.1
Code of conduct	24.4
Journals	3.9
Conferences	1.6
Opps to present	2
The Psych	14.5
App Memo	19.7
Voice of psychology	16.5
Position of influence	19.9
QA	15.9
CPD	12.9
Subsystems	11.2
Branches	3.4
Other	4.9

Section E.2: Subscription Fees

Q. 43	
1	8.1
2	25.3
3	33
4	24.5
5	7.2
6	1.1
7	.8
Q. 44	
1	2.3
2	20.6
3	33.6
4	27
5	13.8
6	1.3
7	1.4
Q. 45	
1	5.7
2	38.1
3	21.5
4	23.5
5	9.3
6	.6
7	1.3
Q. 46	
1	14.2
2	39.8
3	24.2
4	13
5	3
6	4.1
7	1.7

Section E.3: Benefits of Membership

Q. 47	
1	2.3
2	13.4
3	51.5
4	26

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5	5.7
6	.3
7	.8
Q. 48	
1	2.1
2	10.1
3	51.7
4	22.5
5	5.5
6	1.5
7	6.7
Q. 49	
1	1.7
2	14.7
3	35.2
4	2.7
5	.3
6	20.5
7	24.9
Q. 50	
1	1
2	9
3	39.8
4	13.3
5	2.6
6	15.8
7	18.5
Q. 51	
1	.9
2	3.4
3	28.3
4	11.8
5	3.1
6	27.6
7	25
Q. 52	
1	4
2	12.1
3	35.1
4	6.8
5	2.3
6	22.1
7	17.7
Q. 53	
1	3.3
2	15.5
3	34.6
4	11.7
5	2.1
6	16.9
7	16
Q. 54	
1	2.3
2	7.4
3	19.7
4	4.8
5	.9
6	36
7	28.8
Q. 55	
1	4.7
2	22.7
3	54.3
4	9.7
5	1.5
6	4
7	3

APPENDIX 7.2

Section F: Customer Service Quality

Q. 56	
1	4.1
2	14.9
3	45.4
4	20.6
5	4.5
6	4.3
7	6.2
Q. 57	
1	5
2	17.2
3	39.9
4	23.6
5	5.8
6	3
7	5.2
Q. 58	
1	4.1
2	13.8
3	44.8
4	19.4
5	4.7
6	6.8
7	6.4
Q. 59	
1	4.7
2	13.5
3	42.6
4	25.5
5	7
6	2.7
7	4
Q. 60	
1	2.1
2	6.3
3	49.7
4	26.7
5	8.9
6	2.4
7	3.9
Q. 61	
1	1.8
2	5.1
3	57
4	16.8
5	5.1
6	4.2
7	9.9
Q. 62	
1	4.3
2	14
3	48.3
4	17.2
5	5.3
6	3.7
7	7.2
Q. 63	
1	5.1
2	15.7
3	44.7
4	20.2
5	6.4
6	2.9
7	4.9

APPENDIX 7.2

Section G.1: Commitment

Q. 64	
1	8
2	22
3	32
4	29.3
5	7.6
6	.2
7	.9
Q. 65	
1	30
2	37.3
3	20.4
4	7
5	1
6	1.1
7	3.1
Q. 66	
1	21
2	32.9
3	27.6
4	13.9
5	2.7
6	.3
7	1.5
Q. 67	
1	24.1
2	30.1
3	25.9
4	12.1
5	2.2
6	.7
7	4.9
Q. 68	
1	5.4
2	18.3
3	21.9
4	32.6
5	19.9
6	.5
7	1.4
Q. 69	
1	7.7
2	18.8
3	15.8
4	35.5
5	19.6
6	.8
7	1.7
Q. 70	
1	17.9
2	23.7
3	13.9
4	21.3
5	16.3
6	3
7	3.8
Q. 71	
1	10.6
2	14.1
3	14.5
4	31.3
5	18.2
6	4.6
7	6.6

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Q. 72	
1	6.9
2	11
3	16.1
4	33.2
5	27.3
6	2.5
7	3
Q. 73	
1	9.1
2	16.3
3	31.5
4	29.8
5	7.9
6	1.7
7	3.6
Q. 74	
1	6.7
2	24.9
3	24.2
4	29.2
5	10.1
6	2.2
7	2.7
Q. 75	
1	5.9
2	16.4
3	20.7
4	39.5
5	13.6
6	1.2
7	2.7
Q. 76	
1	3.1
2	9.8
3	25.8
4	47.6
5	12
6	.7
7	1

Section G.2: Reputation

Q. 78	
1	5.4
2	33.4
3	16.7
4	20.9
5	5.6
6	15
7	3
Q. 79	
1	3.6
2	27.9
3	12.9
4	31.1
5	12.4
6	10
7	2.2
Q. 80	
1	3.1
2	18.2
3	14
4	23.1
5	12.2
6	25
7	4.4

APPENDIX 7.2

Q. 81	
1	5.7
2	17.1
3	19.7
4	28
5	3.6
6	22.6
7	3.3
Q. 82	
1	4.4
2	10.2
3	18.5
4	18.2
5	3.1
6	38.7
7	6.9
Q. 83	
1	1.5
2	2.5
3	14.1
4	48.3
5	29.7
6	2.1
7	1.7

Section G.3: Subsystem Membership

Q. 85	
1	34.2
2	40.7
3	8.2
4	8.8
5	4.3
6	.6
7	3.2
Q. 86	
1	10.4
2	25.1
3	27.7
4	26.5
5	7.4
6	.6
7	2.3
Q. 87	
1	17.7
2	29
3	13.5
4	26.8
5	9.2
6	.8
7	3
Q. 88	
1	3.7
2	5.8
3	20
4	48.8
5	17.3
6	1.5
7	3
Q. 89	
1	4.1
2	8.7
3	17.4
4	19.1
5	5.9
6	34.7
7	10.1

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Q. 90	
1	4.8
2	12.6
3	26.8
4	34.7
5	11.5
6	5.2
7	4.4
Q. 91	
1	8.7
2	20.3
3	16.1
4	30.8
5	19.5
6	1
7	3.7
Q. 92	
1	7.1
2	16.9
3	12.1
4	34.7
5	25.9
6	.8
7	2.5
Q. 93	
1	2.2
2	3.6
3	16
4	48
5	28.2
6	.6
7	1.4

Section G.4: Participation

Q. 95	
1	2.2
2	15.7
3	29.2
4	34.1
5	12.8
6	2.6
7	3.4
Q. 96	
1	10.8
2	30.5
3	13.7
4	34
5	6.6
6	.5
7	1.8
Q. 97	
1	4.2
2	24.6
3	16.9
4	37.5
5	13.9
6	.9
7	2
Q. 98	
1	9.4
2	30.3
3	38.4
4	16
5	3.1
6	1.3
7	1.5

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Q. 99	
1	19.3
2	44.5
3	17
4	13.7
5	2.4
6	.7
7	2.4
Q.100	
1	6.7
2	34.4
3	28.9
4	19.6
5	7.8
6	.9
7	1.6
Q. 101	
1	3.4
2	20.8
3	23.1
4	27.6
5	9
6	8.1
7	8
Q. 102	
1	2.6
2	5.8
3	20.7
4	49.8
5	16.5
6	2.1
7	2.4
Q. 103	
1	5.5
2	18.9
3	14.6
4	4.6
5	.7
6	42.6
7	13.2
Q. 104	
1	3.1
2	11.3
3	16.2
4	12
5	1.2
6	44.3
7	11.9
Q. 105	
1	9.9
2	36.2
3	23
4	4
5	1.4
6	9.1
7	16.3
Q. 106	
1	1.8
2	4.4
3	15.3
4	6.7
5	1.8
6	49.3
7	20.7
Q. 107	
1	5.8
2	13.3
3	15.6
4	5.8

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5	1.2
6	41.5
7	16.8
Q. 108	
1	.8
2	4.3
3	13.9
4	8.6
5	4.7
6	51
7	16.7
Q. 109	
1	5.6
2	28.5
3	41.7
4	16.6
5	3
6	1.6
7	3.1

Section G.5: Communication

Q. 111	
1	.9
2	23.1
3	27.3
4	30.7
5	9.8
6	4.3
7	3.9
Q. 112	
1	2.3
2	27.3
3	23.9
4	16.5
5	6.1
6	18
7	5.9
Q. 113	
1	.7
2	9.3
3	20.2
4	43.7
5	12.3
6	8.9
7	4.9
Q. 114	
1	1.1
2	20.8
3	30.1
4	29.8
5	7.6
6	5.3
7	5.2
Q. 115	
1	8.5
2	17.8
3	27.9
4	11.6
5	1
6	17.7
7	15.5
Q. 116	
1	4
2	14.4
3	18.8
4	16.5
5	1.3

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6	35
7	10
Q. 117	
1	1.2
2	3.5
3	20.2
4	55.1
5	17.6
6	.7
7	1.6

Section G.6: Overall Perceptions

Q. 119	
1	.7
2	11
3	17.4
4	20.9
5	12.6
6	28
7	9.3
Q. 120	
1	1.8
2	16.5
3	16.3
4	7.1
5	4.3
6	41.6
7	12.4
Q. 121	
1	4
2	14.4
3	28.3
4	37.8
5	2.9
6	8.5
7	4
Q. 122	
1	8.2
2	16.9
3	25.4
4	24.7
5	5.2
6	9.6
7	8
Q. 123	
1	2.3
2	22.8
3	21
4	11.6
5	4.1
6	29.2
7	9.1
Q. 124	
1	7.5
2	16.5
3	23.6
4	26.7
5	2.3
6	5.8
7	17.6
Q. 125	
1	5.5
2	12.8
3	21.6
4	19.8
5	2.1
6	8.7

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7	29.5
Q. 126	
1	1.4
2	5.3
3	25.9
4	51.6
5	12.1
6	1.3
7	2.4

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