

EUROPEAN NETWORK OF ORGANIZATIONAL AND WORK PSYCHOLOGISTS
ENOP

ENOP Newsletter

No 19 December 1990

Editorial Responsibility

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Contents

The 1990 ENOP Symposium: Educational Exchange and Cooperation

ENOP Questionnaire Survey (Thea Herz)	3
Managing Student Mobility Programmes (Rie Claes)	3
Reports from the Working Groups	4
East West Cooperation (Miklos Antalovits)	8
ENOP Relations to the Outside World (Jose Prieto)	8
Minutes of the Business Meeting	9

July CoCo Meeting 11

Appendices

Slides used by Miklos Antalovits in his paper on East-West Cooperation

ENOP: Relations to the Outside World. Paper presented to the Paris Symposium
by Jose Prieto

Note: Call for ENOP references.

In order that a complete list of ENOP related publications can be compiled, please send a list of appropriate references to Bernhard Wilpert.

REPORT FROM THE ENOP MEETING
MARCH 22-23, PARIS

Educational Exchange and Cooperation
in Work and Organisational Psychology

ENOP Questionnaire Survey

Thea Herz, a research student working with Claude Levy Leboyer, introduced analysis of the questionnaire survey of ENOP members on University courses in Work and Organisational Psychology. Twenty six completed questionnaires had been received. A major finding was the diversity across different educational systems and institutions. The extent and significance of this variation had not been anticipated in the design of the questionnaire and, as a result, some of the survey data presented problems of interpretation. For example, it was not always easy to establish the equivalence of Masters and Doctoral degrees across different national systems and difficulties had emerged in using the survey data to compare the content of different programmes.

Despite such problems it was suggested that important information had been highlighted by the survey. It helped to trace the bases of national differences and to identify key issues in the management of student exchanges. In particular, the survey results might be of value in helping those responsible for organising mobility programmes understand how arrangements elsewhere differed from their own, decide how many students could sensibly be involved in particular exchanges, and anticipate administrative problems, language requirements, financial issues, etc.

Bernhard Wilpert suggested one way to develop the survey would be to focus on comparative educational arrangements up to the award of Masters degrees. As a five year programme of study is common to this level it was felt that this would provide a workable base-line for cross-national comparisons. To enable further analysis of the survey replies ENOP members present undertook to provide further information with regard to particular questionnaire items before the end of the meeting.

Student Mobility Programmes

Rie Claes introduced discussion of her experiences in managing three month Erasmus student mobility programmes. A range of problems had been associated with these, including:

- a) language problems
- b) encouraging student interest in exchanges to particular countries
- c) financial problems, the allowances are too small
- d) accomodation problems, and

e) administrative problems. These have been acute:

- announcements of successful applications are made at different times in different countries
- announcements have been made late (even after the time that the placement in the partner institution should have begun)
- additional administrative loads have been created for hard-pressed University staff.

Factors associated with success in these programmes include:

- i) a flexible relationship with partner institutions, and the opportunity to rely on particular academic contacts to monitor student progress.
- ii) effective social integration of the students by, for example, sending small (supportive) groups together, avoiding language and accommodation problems, and sending students only small distances (although this latter point is not necessarily in the spirit of cultural exchange sought by Erasmus).

Inter-University Study Programmes

Experiences with short post-graduate summer schools were discussed. These too had encountered very considerable administrative difficulties often related to the complexities of the funding institutions. Nonetheless, it was agreed that these programmes had proved to be a considerable academic success for all involved with them.

Discussion

In discussion, the aims of cultural integration that underpin the Erasmus programme were compared to the possible benefits of exchange schemes designed to exploit the academic strengths of different institutions. Several members spoke of the desirability of encouraging students to attend other institutions for particular academic courses; it was suggested that a directory of information on the availability of particular courses might help stimulate a network of academically oriented exchanges. Others pointed to the complexities of administering such a scheme, and spoke in support of the philosophy of cultural exchange that underpins the present Erasmus programme.

Working Groups

Three working groups were formed to explore particular issues in greater depth, namely: the development of appropriate criteria to determine when exchanges should take place, consideration of necessary arrangements at department or university and national levels, and discussion of academically oriented exchange programmes in Work and Organisational Psychology.

Group I. Criteria to determine when exchanges should take place

Four possible goals for exchange programmes were identified, each of which requires different organisational arrangements.

i) Exchanges to broaden students' cultural experiences

would be suitable for psychology students interested in all branches of the subject; would require knowledge of the local language or of English; might be arranged for between three to seven months; and should include recognition of credits. These could best be arranged around the time that students complete their foundation studies in psychology.

Suitable programmes are Erasmus, Tempus and Nordplus.

ii) Exchanges to facilitate specialisation

could be arranged for students interested in specialising in Work and Organisational Psychology; would probably require knowledge of English, French or German; might be arranged for between seven to ten months; and should include recognition of credits. These could best be arranged for students at Masters' level.

Suitable programmes are Erasmus, Diderot (France) and CIM (Belgium)

iii) Exchanges to support research

would probably require fluency in English, French or German; would not require credit transfers; and would be arranged for doctoral level students as appropriate. Post-graduate summer schools also offer a useful model.

Suitable programmes include Diderot and Nato

iv) Exchanges for practicing psychologists

post-experience programmes in, for example, human resources management, could be designed for practitioners.

Suitable supporting agencies include Nato and Commet

Criteria relevant to the organisation of such exchanges include:

- the interest and flexibility of faculty staff.
- the formalisation of different university programmes (eg Roman versus Anglo Saxon educational models)
- student knowledge of language
- age of student and degree of knowledge of subject
- institutional recognition of credits
- numbers of students and staff contact

Group II. Action to Support Mobility Programmes

Problems for Erasmus mobility programmes include:

- Decision problems (at national and EC levels)
- Information flow problems (before and after the placement period)
- Structural problems at national and university level (the most intransigent)
- Material problems (housing, finance)
- Social problems

Necessary action includes the following:

i) At EC Level

Time of decisions Decisions should be made six months in advance

Finances It is important to have clarity and consistency in the criteria for allocating funds

More flexibility is needed to ensure reciprocity

ii) At National Level

Decisions A clearing house is needed

Finances Clarity in how the national agency makes funding decisions is essential

iii) At University Level

Housing There is a need for earmarked residential accommodation, but not to put foreign students altogether

Information This is needed, about universities, departments, course structures and assessment arrangements.

A clearing house might hold data about this

Language ability Local training could be provided

iv) At Departmental Level

Information about students This is essential and should be provided before the students arrive

Accommodation

Responsibility for securing this should be undertaken by the students tutor or by a welfare officer

Assessment of the exchange

Information on this should be collected as routine, including an overall evaluation, judgements about workloads, and of the timing of student assessments etc.

A data base of such information should be compiled

Group III. Academically Oriented Exchanges for Students of Work and Organisational Psychology

Mobility programmes designed specifically to meet academic objectives could be of various types:

- "modest" programmes could be designed for particular individuals only, perhaps involving attendance on certain courses in the host institution, and with the individuals taking part in ongoing research projects there, or
- programmes could be planned out of existing joint projects between institutions, supporting the research interests of a student, and requiring the support of a mentor in the host institution, or
- "strong" programmes could be specially mounted based on summer schools, or on special research projects, or around advanced courses

Such programmes could be designed with various objectives in mind: to assist learning a specialised area of the subject, to support research, or to aid practice. Depending on particular aims such programmes could be designed to last for, for example, between one to three months.

For undergraduates it could be possible to use the Erasmus, Tempus or Nordplus programmes for such objectives. At advanced level Diderot, CIM and, for practitioners, the Comet programme would be possible sources of support.

The Working Group emphasised that, just as factors such as language ability, accommodation and social integration are crucial for culturally oriented exchanges, so too would they probably be essential to the success of schemes specifically designed for academic development.

East West Cooperation

Miklos Antalovits discussed a survey of training needs identified by psychologists in Hungary, following the moves towards a market economy there. Twenty two people had replied to the survey, including eighteen practitioners and four researchers.

Unemployment, retraining, career development, organisational development and management were areas covered in the survey. Miklos provided an overview of its results, and on respondents' perceptions of the need for particular training and their preferences amongst possible training methods. He proposed a model for further training (attached) in which areas where ENOP support would be particularly appropriate were identified. In particular, Miklos suggested that student exchanges under the TEMPUS scheme could be encouraged, and short courses could be arranged for practicing psychologists.

Copies of the slides Miklos used in his presentation are attached.

Later (see below) the meeting supported John Hurley's suggestion that the ENOP symposium for 1991 should be on the theme of the transition in East European countries from planned to market economies.

ENOP: Relations to the Outside World

Jose Prieto introduced discussion on the identity and image of ENOP, and suggested that members should aim to become more proactive in their relationships with the outside world. A copy of his paper is attached.

Points raised by Jose's paper related to Robert Roe's comments on ENOP' membership, tabled for the ENOP Business Meeting, and also to his proposal for the Establishment of a European Association for Work and Organisational Psychology.

In discussion Bernhard Wilpert listed alternative possible models that might guide ENOP, as a club, a formal professional association, or as a network of networks, the "yeast-in-the-dough". Charles de Wolff argued that ENOP should have an output orientation, but was uncertain that it could effectively act both as a network of networks and as an overt pressure group. The effectiveness of ENOP's current mode of operation was indicated by, for example, the publications that had resulted from past activities. Peter Drenth felt that difficulties arose from the fact that while ENOP supported certain general scientific aims (rather than merely offering the benefits of club membership) it remained an exclusive group. While others present expressed similar concerns, the advantages of a reasonably small heirarchy-free, organisation in stimulating communications and activities were also recognised. ENOP had grown recently, but beyond a certain size it would be impossible for the "yeast in the dough" model to survive. If it was to continue in this mode other bodies, perhaps a European group of Psychological Societies, could adopt some of the priorities identified by Jose.

Chair: J.M. Peiro

1. Activities Report

Claude Levy-Leboyer summarised the Activities Report (c.f. ENOP Newsletter No. 18, 1990) and explained various activities. The Chairman suggested that information should be added regarding the participation of outsiders. It was asked how important a clear image is for ENOP in the outside world. It was suggested that this evidently helps, but that ENOP seems to be gaining ground. The chairman emphasised that a list of relevant publications could helpfully be added.

2. Report on the European Roundtable (RT) on W/O Psychology

R. Roe reported on the nature of the RT, which consists of the organisers of European Conferences on W/O Psychology, ENOP CoCo-members plus representatives of European/International Journals in the field of W/O Psychology. Main topics under discussion are:

- i) The formation of a European Association of W/O Psychology (special documents are available from R. Roe)
- ii) The creation of a European Journal
- iii) The organisation of European Conferences

The formation of a European Association of W/O Psychology.

C. Levy-Leboyer suggests that the description of IAAP's I/O Division in the R. Roe proposal should be corrected. As to ENOP's role, Coetsier suggested that ENOP should help to develop the European Association and, since ENOP is not an association, it might disappear again in a way consistent with its mid-wife function. On the other hand de Wolff suggested that a decision on ENOP's involvement should be kept open. Coetsier stressed the importance of individual membership.

The creation of a European Journal. Background information on the European Journal was given. A European Journal of W/O Psychology will be published by Lawrence Erlbaum Publishers under the auspices of the IAAP, edited by Charles de Wolff. The journal is intended to bridge academia and the practice of W/O Psychology.

The organisation of European Conferences. B. Wilpert explained the Roundtable position regarding the concentration of conferences in Europe.

- a) No international conference should be held without the active backing of an international association.
- b) No "city" conferences should take place in the future which are basically only backed by national or commercial city interests

c) If there is a general international conference in Europe, other European conferences should try to link themselves to those in time and space (satellite conferences).

Regarding c) it was suggested that some universities offer only one travel grant per conference, in Belgium satellite clusters will be considered as one conference.

3. Action Plans

i) 1991 ENOP Symposium. J. Hurley proposed the theme of the transition in East European countries from planned to market economies. Levy-Leboyer supported the idea, being prepared to cooperate in planning the meeting. Roe also supported the idea, suggested that funding should be sought pari passu by a special task force. Sverko and Timpe concur. It was suggested that cooperation with practitioners would be necessary for the project.

B. Wilpert drew attention to the interdisciplinary nature of the problem and, because of its recency, the absence of relevant research. C. de Wolffe thought that the time available before the meeting would enable information to be collected. H. Schuler suggested that brainstorming for research methods could be an important function of the symposium.

The meeting will be organised by J. Hurley, C. Levy-Leboyer, M. Antalovits and M. Dobrzynski.

ii) Erasmus. B. Wilpert introduced the next step, the development of cooperative models. It was suggested that Tempus might be linked to it. R. Roe mentioned that work is to be carried out before the summer break. P. Coetsier suggested that the meeting should consider COMMET as well.

iii) Summer Schools. R. Roe informed the meeting that the 2nd European Summer School is planned for '91 in the Netherlands by the same organisers as before. The assistance of ENOP members will again be necessary.

B. Sverko mentioned the facilities offered by the Inter-University Centre in Dubrovnik, for possible future summer schools. He will develop such a proposal for the next business meeting.

iv) Workshops planned for the coming months include

"Work and Organisational Psychology in Hospitals". Valencia.
April 1990

"Managing New Technologies". NetWork Workshop. Bad Homburg. May 1990

"Work Socialisation of Youth". Workshop. Paris, May 1990

"Organisation Climate", Ljubljana, September 1990

"Burnout". Cracow. September 1990

"Technical Change and Work in East-West Perspective". Siofok.
September 1990

"Management of Organisational Cultures" Ljubljana, September 1990

v) French Network C. Levy-Leboyer reported her efforts to develop a French research programme on W/O Psychology, to have an international advisory committee of Coetsier, Prieto, and Wilpert)

4. CoCo Elections

C. de Wolffe commented that the word "representative" used in Newsletter 18 is ill-chosen. Loyalty should always be with ENOP. He proposed that formal procedures should be established for the nomination and election of candidates for the CoCo. Those presently proposed were approved by acclamation, for a tenure of two years.

5. Newsletter

F. Blackler was prepared to take on this responsibility.

6. Membership

B. Sverko accepted as ENOP member.

COCO MEETING, JULY 1990

A CoCo meeting was held in Brussels, attended by P. Coetsier, R. Roe and B. Wilpert. Air controller strikes and other difficulties preventing others from attending.

Amongst the general issues discussed

- it was agreed that CoCo supports the project of a WOSY meeting prior to the Budapest European conference in 1991. B. Wilpert to write a letter to that effect to Dr. Dienes.

- planning for the 1991 symposium is underway with J. Hurley's request for information on East-West research. It was agreed that the next CoCo meeting will address the planning issues based, hopefully, on a proposal from J. Hurley.

- an article on NetWork activities will appear in the next issue of "MSH-informations".

- plans were agreed for preparing the report for ERASMUS on the Paris Symposium.

APPENDICES

Slides used by Miklos Antalovits in his paper on East West Cooperation

ENOP: Relations to the Outside World. Paper presented to the symposium by Jose Prieto

THE RECENT "KEYWORDS" FOR W/O P-FURTHER TRAINING IN HUNGARY

DOMAINS	METHODOLOGICAL ISSUES
Unemployment Retraining Career development Organizational development Manager/management	Individual/group counselling Training-methods Microcomputer use in W/O Psychology

Classification of respondents

(n=22)

	industry/mining,energy	traffic/transport	public service	Σ
parctitioner	9	5	4	18
researcher		4		4

Knowledge of foreign languages of respondents

	English	German	Russian	Italian
understand only	13	7	3	1
understand and speak	7	4	0	1

List of the proposed topics for further training of
W/O psychologists

1. Career planning, vocational guidance (10)
2. Psychological aspects of retraining (8)
3. Organizational development in relation to the transformation of economic units (6)
4. Psychological problems of unemployment (5)
5. Psychology of management (4)
6. Psychology of marketing (3)
7. Selection and training of managers (3)
8. Personnel selection and placement (2)
9. Psychology of enterprise (2)
10. Psychological aspects of human resources management (3)
13. Mental-hygienic counselling (3)
14. Analysis of work content
15. Role of psychologist in forming the mechanism of labour dispute and bargaining
16. Forms of worker's participation at various levels of management
17. Psychological aspects of environment protection
18. Impacts of subjective representation of economic crisis on work motivation
19. Taking map of working conditions and hazards at the workplaces
20. Place and role of W/O psychology in large/middle-sized companies

List of preferency related to the possible forms
of further training

	average number in rank	number of applicants
1. Preparing practitioners for fulfilment of the changing demands on W/O Psychology in connection to the transition from centrally planned system to market economy and democratic society. (Practice-oriented special further-training courses arranged in Hungary.)	3,0	13
2. Short professional visits to foreign institutions where W/O psychologists are employed. Exchange of working methods and experiences.	4,2	13
3. Internationally accepted postgraduate course in W/O Psychology (with collaboration both foreign and Hungarian trainers/university teachers).	3,9	10
4. Participation in a longer period study-trip abroad (on the base of scholarships, to fulfil individual study/research program).	4,7	4
5. Providing a better accessibility of foreign literature (books, journals, reports) as well as software, video etc. Improvement of professional information service.	5,4	4
6. International workshops on preferred topics organized in Hungary and abroad (without interpretation).	5,7	7
7. Translation, compilation and distribution of professional information materials based upon foreign information resources.	5,9	6
8. Working abroad in the field of W/O Psychology.	5,9	5
9. Lectures (a series of lectures) given by invited foreign experts, professors (with interpretation).	6,3	12

Proposals regarding methodology/methods for further
training of W/O psychologists

1. Usage of microcomputers (PC-s) in the field of W/O psychology (Software packages for psychological diagnosis, data processing/analysis, recording/registration etc.) (7)
2. Methods of individual/group counselling. (5)
3. Training methods for improving of self-recognition/personality (5)
4. Computerized versions of the well-known "paper-pencil" tests (3)
5. Methods and practice of career planning/development (4)
6. Assessment of traits of the enterprising personality (2)
7. Methods for organizational development (2)
8. Methods/techniques used in the selection and training of managers (2)
9. Training-methods for relaxation and coping with stress
10. Psychological support for retraining
11. Assessment of training ability (How to adapt "trainability"-tests)
12. Methodology and methods of conflict-handling/resolution
13. Intervention methods in W/O Psychology
14. Methods of work content analysis
15. Usage of computer-based information systems
16. Methods for job evaluation and performance measurement
17. Adaptive testing methods
18. Self-assessment methods in W/O Psychology
19. Computer aided counselling methods
20. Inventory of psychological tools for changing-management

A PROPOSED MODEL OF FURTHER TRAINING

	Concerted activities (ENOP + Hungarian institutions; CC for WP, H. universities, HAP)	ENOP support
Students/academic staff	"Joint European Project" and "Exchange programme" in the frame of "TEMPUS" scheme	Providing - curricula in W/O Y - teaching materials (books, journals, videos etc.)
Practitioners	Short courses on "European W/O Y" (preferred topics, focused on methodology/methods, 20-40 parti- cipants (H + E), one week in summer, 3-4 invited lecturers, in English, small groups, university background /Debrecen/)	Study-trip (professional visit for 2-4 colleagues pro years)

INFORMATION ON THE 'TEMPUS' SCHEME
(Trans-European Mobility Scheme for University Studies)

The European Community has, under Article 235 of the Treaty establishing the European Economic Community, decided to fund projects with both Hungary and Poland. The grants provided within the scheme fall into three broad categories:

A. JOINT EUROPEAN PROJECTS

- support for joint training projects linking universities and or enterprises in Central/Eastern European countries with equivalent partners in the European Community.

B. MOBILITY GRANTS FOR TEACHERS/STUDENTS/ADMINISTRATORS

- grants for periods of study
- grants for teaching/training assignments
- grants for practical placements
- visit grants for teachers/trainers, administrators and other training experts.

C. GRANTS FOR COMPLEMENTARY ACTIVITIES

- youth exchanges
- participation in European associations
- support for publications and information
- surveys, analysis and monitoring

The five year funding programme is now being constructed. It is estimated that for 1990-1992 up to ECU 107m will be made available.

ENOP: RELATIONS TO THE OUTSIDE WORLD

Prof. José M. Prieto
Complutense University, Madrid
Faculty of Psychology, Somosaguas

"Some are born great, some achieve greatness, and some have greatness thrust upon 'em" Shakespeare.

Public relations has been a venture of organizational life throughout this century. In this way, organizations monitor and manage their environments to make themselves look great.

In the world of research and practice, it is useless to be a creative thinker unless you can sell what you create. W/O Psychologists and Human Resources Managers or Decision-Makers cannot be expected to recognize and value a good idea unless it is presented to them by a good public relations strategy. They are acquainted with the names of at least eight American authors and of some national colleagues. They are not used to consider the tradition of a European I/O Psychology.

Public relations can be understood broadly as the art of adjusting proactively organizations to environments and environments to organizations. In this case, it is the challenge of adjusting ENOP to an audience and this audience to ENOP. The general purpose is to inform and to persuade about the differential advantage of this European Network of Work and Organizational Psychologists. The basic reason is to serve the needs of their constituents and their audience better. The tenth anniversary is just on the turn of this year. Thus, it is time to renew the ENOP public discourse.

There are five important facets of the public relations concept that must be considered here. These are

1. The ENOP identity and image
2. The customer orientation
3. The integrated effort of ENOP members
4. Goal-directed behaviors and activities
5. The competitor orientation.

Although these five facets interact, they will be discussed separately.

1. The ENOP identity and image

The most relevant difficulty is to develop a distinct identity and a public image while at the same time being recognized as part of the W/O Psychology milieu in Europe. Given the concern of presenting ENOP as "the same, yet different", this network has striven for

- an identification that locates the ENOP in the domain of W/O Psychology research and practice in Europe,
- a consistency between its internal and external communications in order to enhance audience approval,
- the commitment of ENOP members to large-scale plans and activities.

During the 80's, the ENOP has been present at IAAP and IUPs Congresses as well as European Conferences expanding its role in the public arena. Regular workshops, books and the summer school have been promoted to inform both internal and external publics, speaking of who we are and what we do. Such activities serve an academic and rhetorical function in the field.

Meanwhile the Co.Co. has been dealing with the Identity-Management Function fashioning something distinctive out of the available resources (from La Maison des Sciences de l'Homme and some other institutions) that were openly

shared.

As far as we have obtained ERASMUS funds for exchanging information on W/O Psychology training in Europe we act in an academical manner and see ourselves as doing so. Nevertheless we have started to become aligned with the interests of W/O Psychology professors and students. A consequence of this meeting is that we now keep valuable information about existing programs in the field which is highly valuable for policy makers. We are moving to a political function.

We may influence institutions like professional associations and departments of psychology becoming political advocates of training contents and procedures in this area of research and practice. Formally, we are not commissioned by our national associations or departments. Informally we are known leaders in this field at least in each country. We are confronted with the dilemma of achieving direct influence without being identified as partners in a network of solicitors. We are now dealing with conflicting expectations that may affect the ENOP identity and image. Its role as a valuable ally in the context of a European Federation and a European Journal of Work and Organizational Psychology is something that must be approached strategically. We become actors, choosing to be "both-and" rather than "either-or". We are forced to set objectives, to identify opportunities, to establish a target product or service and develop a coherent strategy. The idea is to rationalize the overall growth of W/O Psychology in Europe rather than to rely exclusively on the local proposals and initiatives. The ENOP may cooperate to foster certain premises that should be built upon in ongoing academic and practioners efforts in each european country. The original image of ENOP can become lost and diffused. In fact, market conditions have changed.

2. The customer orientation

Early in the 80's the ENOP founders decided who their target customers were. Leading professors of Work and Organizational Psychology in european countries. They initiated several programs and activities to connect their wants and needs. The net result has been the creation of a network which provides goods (books, directories) and services (workshops, symposia, newsletter) that are easy to use (a phone call or a telefax is enough), easy to buy (at the bookstore or by direct application) and easy to maintain (we meet at least once each year).

The environment of W/O Psychology in Europe has varied markedly over time. Now there are more professors and students in several countries than before. The European Social Charter provides a new framework for an strategic thinking about human resource planning and development to adapt to widely different organizational and work circumstances. The European Round Table of Industrialists, created by leading companies from 24 european countries, has become a group of pressure to make sure that european companies increasingly create their own future. These companies acknowledge that japanese competitors utilize human resources, their capabilities and opportunities in a highly effective manner. In this context, it is convenient to consider whether the ENOP customers are the same or there is an expanding audience that cannot be ignored.

As a consequence, there are several customers which may become ENOP's interlocutors:

- Professors as well as graduate and senior students in the area of W/O Psychology in Europe,
- Staff and Executive members of several EEC Committees in Brussels, mainly those who are related to Educational and Labor programs and projects, as well as civil servants and politicians in each country which are involved

in such a kind of activities,

- Industrialists from EEC and non EEC countries which seem concerned with further developments in Human Resources Management and Development policies. One relevant conclusion in their round table pointed to the convenience of overcoming the national limits in training policies for experts and graduates to generate compatible and cooperative systems among available programs at universities, private companies and business or technic schools and institutes.

3. The integrated effort of ENOP members

By now, the Coordinating Committee is commonly taken as representative of ENOP members. The Co.Co. has been involved in a variety of activities and strategies that manifest and project the ENOP specific interests. Its permanent function was not only boundary spanning but also boundary controlling.

Regularly, Co. Co. members become necessary contributors to the interface between ENOP and different outsiders, like the Maison des Sciences de l'Homme, new contacts and members, the IUPS and LAAP Congresses, the European Congress in Amsterdam, the West European Conferences on W/O Psychology, John Wiley & Sons, Lawrence Erlbaum, ERASMUS staff, the Institute of Labor in Budapest, etc. They also deal with the communication process inside the ENOP appointing lecturers, chairmen and discussants for each Symposium or Round Table formally sponsored. In a certain way they identify some individuals for given purposes within the ENOP. Through the Newsletter they stress the informative dimension of in-house written communication. It appears that they represent the ENOP in particular ways and keep the "network identity" for insiders as well as outsiders.

During the last five years, the ENOP became larger. As a consequence the ENOP becomes more of its environment in the area of W/O Psychology as well as Human Resources Development. Things are moving very fast in Europe. There are potential audiences which cannot be ignored because ENOP boundaries are not fixed. The ENOP may be a major contributor to the changing environment it faces in this field.

The integrated effort of ENOP members is requested now to create and maintain new systems of shared meaning that facilitate organized action. Often individual members will be required to serve as active representatives to inform and persuade on several levels those different audiences mentioned above. An already existing and experienced network of university professors from different european countries acquires now an added value which may be instrumental in achieving our professional goals. We are not clever experts of our science if we disregard this fact.

Information flow in a typical grapevine shape may be one option that should be, maybe, increased to establish key identifications that locate the network in the domain of public relations. The ENOP is a large informal network that was based initially on personal friendship and is now formed around the shared career interests of their members.

Several sub-groups could be created to structure and develop organized actions. Each group could operate on two levels to tell and sell strategically several previously agreed ENOP programs or projects: at the academic task level (as it is the case now) and at the public relations level (if we increase our tailored presentations in the field). Each sub-group could be ready to play functional roles before their targeted audience. Reports and briefings should be sent to the Co.Co. to facilitate the internal communication and to promote the optimal level of cohesiveness. In this way the ENOP remains identified as an important socializing force in itself. It advances several major premises to generate a more receptive climate for different courses of research and action. The Co.Co. harmonizes the interaction, information flow

and integration requirements among sub-groups.

4. Goal-directed behaviors and activities

If we proceed to read again ENOP Newsletters n. 1 & 2, the intended outcomes of action taken were clearly stated. The formulated ends have been attained through the 80's meetings, symposia, workshops, books, roundtables etc. Now the constituents of this network come from a wide array of european universities. The common focus is the teaching of W/O Psychology. Some of the potential outsiders are, at present, insiders. ENOP is a known corporate name for congress organizers and scientific program committees.

If we acknowledge that there are new potential outsiders in the European context, it is time to redesign objectives and goals for the 90's. This redesign implies a coherent conception of a corporate discourse that we would like to have right now, not at some future date. Assumptions about expected developments, in which the ENOP discourse might have to operate, necessarily enter into the redesign. This redesign should be

- scientifically congruent within ENOP ends,
- technologically feasible with ENOP means,
- operationally viable after ENOP experiences,
- capable of learning and adaptation to ENOP constituents.

The first step is to redefine the general purpose of our network. The selection of a mission involves determining what type of service ENOP wants to provide and to whom ENOP wants to provide it. For instance,

1. Several members are involved in concrete programs and projects like the West European Conference, the European Federation and the European Journal on W/O Psychology. Do they play an individualized role or a corporate advocacy under broad guidelines in each context?

2. Erasmus funds have supported this meeting in order to analyse conditions of staff and student exchange in Europe. As soon as we clear out the available information do we keep it for the ENOP or do we try to influence actual trends in this area through national departments and professional associations? The direct mobility of practitioners is already a reality in our field. It is not a pilot experience. Academic qualifications may be acceptable at face value or under certain restrictions. The EFPPA needs a body of referees in this field or an specific task force will reproduce our present analyses.

3. The European Social Charter, the East-West Cooperation, the European Round Table of Industrialist etc. mean a vision of something strongly desired accompanied by a commitment to its pursuit in the political arena. Do we consider as pertinent the mission of lobbying to become accepted as a network of experts? Joint Committees in Brussels and somewhere else intend to mobilize existing networks and consulting firms into concerted actions.

A mission statement should make explicit those facets of involvement to which the ENOP intends to dedicate itself and, in very general terms, how it intends to pursue them.

The second step is to specify desired properties of the redesigned ENOP corporate discourse. In order to assure coverage of all aspects of this network's structure, operations, public image and relationships with its constituents and outsiders, it could be helpful to create a task force or to dedicate an "ad hoc" space in the newsletter which facilitates a dialogue and debate.

The third step is to design the ENOP's guidelines and goals, in fairly broad terms, before the differentiated audiences. Since design is a cumulative process, the next annual symposium could focus this issue into the agenda.

Regular activities which are already present at each of our meetings or at each Conference may be considered as the academic and social structure that made ENOP. It delineates our shared knowledge and identifiable image. New goal-directed behaviors and activities are needed to face what is "going on" in our field and to maintain a certain leadership.

5. The competitor orientation

Often, organizations learn from its competitors by correcting their own vulnerabilities and by creating the bases of a differential advantage.

As far as W/O Psychology professors, practitioners and students in Europe realize that there are competitive offerings among american and european researchers and authors, they will seek out the best product rather than accept a satisfactory product.

During the annual Symposium in Budapest it was stated that there are not clearly-cut differences among european and american approaches, theories and methods. If we proceed to review recent european textbooks, it is an easy matter to detect the american flavor and atmosphere through references and frameworks mentioned and commented. In our field, it seems an impossible dream to reverse the positions. Even japanese W/O psychologists do not receive the parallel attention that japanese companies obtain from human resources experts in U.S. and Europe.

We cannot reproduce here the battle of the brands. At present, the european experience cannot be reduced at some sort of reflection of foreign influence. If the american and japanese influences have been great, they have had to be woven into the fabric of national traditions and the results in each case are unique.

Last year I was requested by a journal of economists to write a paper on "leadership". Initially I refused since I considered that the available approaches and theories cannot be applied directly in Spain. They insisted. I wrote a paper reversing the classical psychological points of view. In Spain the catholic tradition implies that the religious leaders are nominated in God's name. They become infallible and ineffable. In Spain the civil tradition implies that the top political leaders are ineligible: previously it was a "caudillo" and now it is a "sovereign". They are unquestionable and faultless. In spanish language the term "lider" means "boss". As a consequence I have to reconsider the psychological discourse in this area.

Recently I was reviewing a doctoral dissertation on satisfaction at the work place. It is a research with the full population of civil servants in one region. The author was in trouble with the theoretical definition of satisfaction. He was stumbling on american definitions and descriptions. I said, "let's go and start from zero. What does it means in latin language "satisfaction"? It derives from "satis-facere". The trouble is not "facere" but "satis". What is enough for you, for me and the organization? He proceeded to reframe the conceptual basis of his thesis.

Every scholar and practitioner has an approach and usually it reflects the peculiarities of his or her training. In Spain, for instance, we are used to combine european and american textbooks. Some of them have been translated, some others are read in English or French languages. Often, consulting firms invite european lecturers in the context of specific training programs and courses. Else, american, european and japenese tests and apparatus are available and used in psychological assessment in organizations.

European firms seek some advantage over other firms in order to capture customers and to defend their current

market positions. It is also the case with european sociologists in our field. Their researches are often reported by the European Foundation for the Improvement of Living and Working Conditions and the International Labor Office. The psychological approaches are mentioned rarely while researching and debating the issues.

Before coming here to this forum I have been discussing with several practitioners in Spain about the European Journal on Work and Organizational Psychology. Some of them stated that there is room for a new journal in our field. Nevertheless they refused a too academically oriented journal. They pointed to our competitors. For instance, the Harvard Business Review or The Economist. They said: "We need something like that to increase our presence into the organizational milieu". In their everyday practice they are used to manage the competitor orientation. We need to pay also some attention to our current competitors if we assume that customers know what they want. They will reward the editor with repeat purchases.

The given topic of my lecture here was: **ENOP: RELATIONS TO THE OUTSIDE WORLD**. Through this text I have approached the subject from different perspectives and views. During the 90's we need to monitor and manage our environment to make ENOP look pertinent.