EUROPEAN NETWORK OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

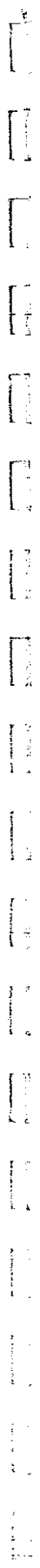## ENOP NEWSLETTER No.23

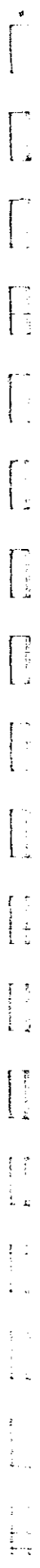**Editorial responsibility:**
John Hurley.

June 1992

ENOP NEWSLETTER No. 23
June 1992

Contents:

1. **Report of Symposium 1992**
   "Organisational Development and Individual Adaptation in Eastern Europe
   - an East/West Dialogue".
   Thursday April 2

   The symposium was opened by Gunn Johansson, the symposium organiser.
   She welcomed the participants, and the presenters, and stressed the importance
   of such symposia in improving our mutual understanding between Eastern and
   Western Europe.

   14.15-15.45

   Dr Zbynek Bures
   University Karlova
   Prague

   Dr Bures spoke in detail about motivational stereotypes in changing
   circumstances. He referred to the fact that the system of nationalisation had
   failed, and that W/O psychologists knew this but did not wish to falsify their
   research. He referred to the Etzioni article on Eastern Europe as useful, and
   pointed out that methodological obstacles existed before, to our research which
   no longer exist in a democracy. He pointed out that those who resisted the
   regime in the old system, are more acceptable as leaders and managers than
   those who were active regime supporters, as were most managers. The old
   regime was characterized by its emphasis on avoidance of failure. If you were
   shrewd you did nothing. He showed how individual endeavour was deformed
   by the old regime:
   - By the absence of facts;
   - By distortion of the media;
   - By making opinions difficult to hold;
   - By an unclear relationship between performance and wages; and
   - By a low value set on real achievement.

   Dr Bures presentation referred mainly to the rather negative aspects of the present
   situation, but this was the topic of his talk. He indicated however that many
   positive aspects existed also.
   (Summary based on my own notes - J Hurley)

   Marin Ignatov
   Institute for Psychology
   Sofia University

   Dr Ignatov presented on the subject of "Organisational and Entrepreneurial
   conflicts in East/West projects". He spoke about the neccessity to develop an
   entrepreneurial terminology in a post-utilitarian society. He referred to the
   existence of three layers in this society:
   - socio-political;
   - socio-psychological; and
   - socio-cultural layers.

   He spoke of the strong egalitarian tendency which is hampering change, and
   of a mixture of geographic regionalisation and strong similarity.

Friday 3 April 9.30-11.15

He divided Eastern Europe into four regions: 1:Former East Germany, 2:Poland, Czechoslovakia, Hungary and western Jugoslavia, 3: Bulgaria, Romania, Eastern Jugoslavia, Albania; 4: Former States of the USSR, as having very distinct characteristics.

He then outlined the traditional structure of the "Nomenclatura" system:

Top   State management (Level 1+)

Middle   Party Committee (Level 1)
               Official Trade Union (Level 1-)

Bottom   Committee of Official Youth Organisations (Level 1-)

Under the new system after the political changes, the Party Committee no longer exists, Employees are more demanding, and society is characterised by Lobby Groups, Networks, and Individualistic behaviour of Top Executives. The Coping Styles adopted in these new circumstances are:
- Covert Totalitarian style; and
- Laissez-faire.

Meanwhile cliques use the political vacuum to push their agendas through.

The dilemma for professionals centres around how to foster change in the right direction. On the one hand economic elites offer their advice freely, and powerful bodies such as the World Bank, offer help subject to certain conditions. But there is little interest in genuine Organisational Development, or in Process Consultation because of the longitudinal aspects for years ahead. There is a negative view of questionnaires, surveys etc, as these are connected with old system, and with the absence of any real change. There is deep suspicion that OD is perhaps just another way for the Nomenclatura to hold on to power. The present situation is an interesting combination of oppression and participation. Perhaps the best results can be obtained from the work of integrated task-forces, aided by external consultants.
(Summary based on my own notes -J Hurley)

Krum Krumov
Dept of Social, Work and Educational Psychology
Sofia University

Professor Krumov spoke of the crises in attitudes to their future life among Bulgarian intelligentsia after the political changes of 1989. The revolutionary changes in Eastern Europe during 1989 and after are historical events of great importance. In Bulgaria these events produced deep changes in the political, economic, cultural, and social structures.

The political changes also led to psychological reactions, and to effects on personality. It would appear that Bulgarian's view of their future life has also changed, and these changes are the subject of this paper. On the basis of empirical research carried out towards the end of 1989, the following general tendencies can be discerned:

4

i. Those people with both positive and negative views of their future life definitely wish to develop their own personality.
ii. Both these groups of people have negative attitudes to dictatorship.
iii. Persons with positive views of their future life show a tendency to identify with current political personalities.
iv. Persons with negative views of their future life exhibit a tendency to identify with historical personalities.
v. On the basis of these results we presume that in periods of historical social change, there is a tendency for self-identity or egocentrism to become stronger.
   * This research was made possible through the provision of a NATO award. Section (Submitted Abstract)

11.30-1300

Prof. Dr. Michael Frese
Justus-Liebig-University
Germany

Professor Frese presented the initial results of a study comparing Initiative Taking in East Germany, compared with West Germany.

This is a first workshop report on a large scale representative longitudinal study (N= 450) of an East German City (first wave July 1990, second wave December 1990, third wave July 1991) and some comparison data on a West German city (N = 160). The question was asked whether or not initiative taking at work is lower in East Germany than in West Germany and how contributing factors are distributed.

Potentially contributing factors to initiative taking are goal orientation, control cognition and control at work, control rejection, self-efficacy, self-confidence, general and specific factors of optimism, job identification, social support and readiness to change. Longitudinally, there are no dramatic changes although the period covered is very dramatic indeed (the study covers the period starting with the introduction of the D-Mark in East Germany, with the re-unification of Germany and the first 3/4 year of united Germany). There is a decrease in optimism with regard to unemployment, in self-efficacy and self-confidence and in control-cognitions. In terms of differences between the East and West, there are many differences with the West-Germans usually being higher on the potentially contributing factors to initiative taking.

In terms of initiative taking (ascertained in an interview), East-Germans are somewhat lower in those aspects that pertain to the work situation in the narrow sense, e.g. in searching for problems when something does not function properly or in giving suggestions. However, East-Germans are higher with regard to knowledge of co-workers' work and with regard to saying something at workers meetings.

Longitudinally, it was shown that a specific issue of initiative taking, like participating in re-qualification programs, is very complicated: Even if people have plans, they may not participate because the plans were not concrete enough.

Moreover, people who live under conditions of insecurity, because they assume that they will become unemployed, do not participate in re-qualifications. This is so although even when it is particularly important for them to re-qualify to get a new job.

One important conclusion is that there is such a thing as psychological hysteris in East-Germany (like a tanker that wants to stop and still continues on course). The East-Germans behave and feel very similarly across time although the environment has changed dramatically. It is very hard to change as quickly as the environment demands and, therefore, the new demands can not be met as quickly as time demands.
(Submitted Abstract)

1400-1530

Kalman Torma

Dr Torma spoke on the Organisational Psychological experiences of the change of the Hungarian political system. His abstract follows:
The organizational system of the Hungarian economy has changed in recent years and this change was certainly successful. In the earlier period the organization pyramid was reversed, the number of large companies was overwhelming, medium-sized ones were in a moderate share and small enterprises were sporadic. After the Law of Organizations several ten thousands of companies, mostly small enterprises and joint ventures were launched. Three typical organizational forms influence the organizational psychological phenomena.

i.   Enterprises based on proper source (from 1981-82), which was an excellent field of socialization both participants of the process and the society. These were laboratories of autonomy.

ii.   Dissolution of state companies. These have confusing role in the entrepreneurial socialization process, since the employees remain under the same conditions which meet their demand for safety rather than achievement motivated behaviour.

iii.   Joint ventures, where foreign owners are not always apt to take training time into consideration.

The effect of these political changeovers on employees behaviour, is that people are overwhelmed by the desire to have property. The normative systems, built over many years, became looser and territory, protecting aggression increases. The changes occur so abruptly and in so sudden fields of life, that this elicits severe adaptation stock in many cases. In a pluralistic world there is no uniform system available to tell the exact value of a particular phenomenon, everybody has to respond to new questions and problems in their own ways. The adaptation strategies available are not suitable for the elaboration of changes, so the lack of response samples makes both people and often organizations sick.

In these circumstances one of the possible adequate responses is to launch an enterprise. People selecting entre preneurship will risk significantly more than what would be the case in a country where such activity has longer culture in the past, because they live in the condition of "forced success". They cannot fail, because they cannot renew own resources.

Those who say "no" to undertaking ventures refer so far not to the lack of capital or other economical conditions, but prognose their possible failure or mention their insufficient skills.

The employees in new ventures in many cases do not dare to step in the way of enterprising, but transfer this desire onto a private venture. The hidden psychological contract leads to severe organizational problem, because they soon turn out to be the same employees as was the case before.

Leader subordinate relationships often become hostile and on the basis of projection-mechanisms, the leader will be blamed for the people's disappointment. On the other side, the new and fresh owners themselves cannot acquire the employer's behaviour based on clearly defined contracts. These people can very successfully in the primary changing process, but are many times unable to elaborate the sudden psychical consequences of success.

In OD activity, a significant increase of effectiveness can be seen during the past two years. While earlier pseudo learning processes could be avoided only with the greatest efforts in organizations, now relatively quick and effective organizational learning, processes can be seen, especially in companies in private hands.

A reason for it is that the role confusion, the diffuse expectation system of the new management has ceased, they can experience real autonomy, and have to fulfil goals aiming at survival of the company."
(Submitted Abstract)

A general discussion followed the presentations, and great interest was expressed in the content of the symposium. The discussion centred around the future direction of research in W/O Psychology in Eastern Europe, and specific mention was made of a number of aspects of such research:

i.   It should where possible look for empirical data to track change, and to explore development possibilities.

ii.   It was suggested that the work of van der Vliert on role transitions might be relevant.

iii.   The choice of issues to address, and the level of exploration and discussion was also considered important.

iv.   Attribution Theory (Weiner) was suggested as a useful method of establishing motivational strategies for the future, based on present attributions.
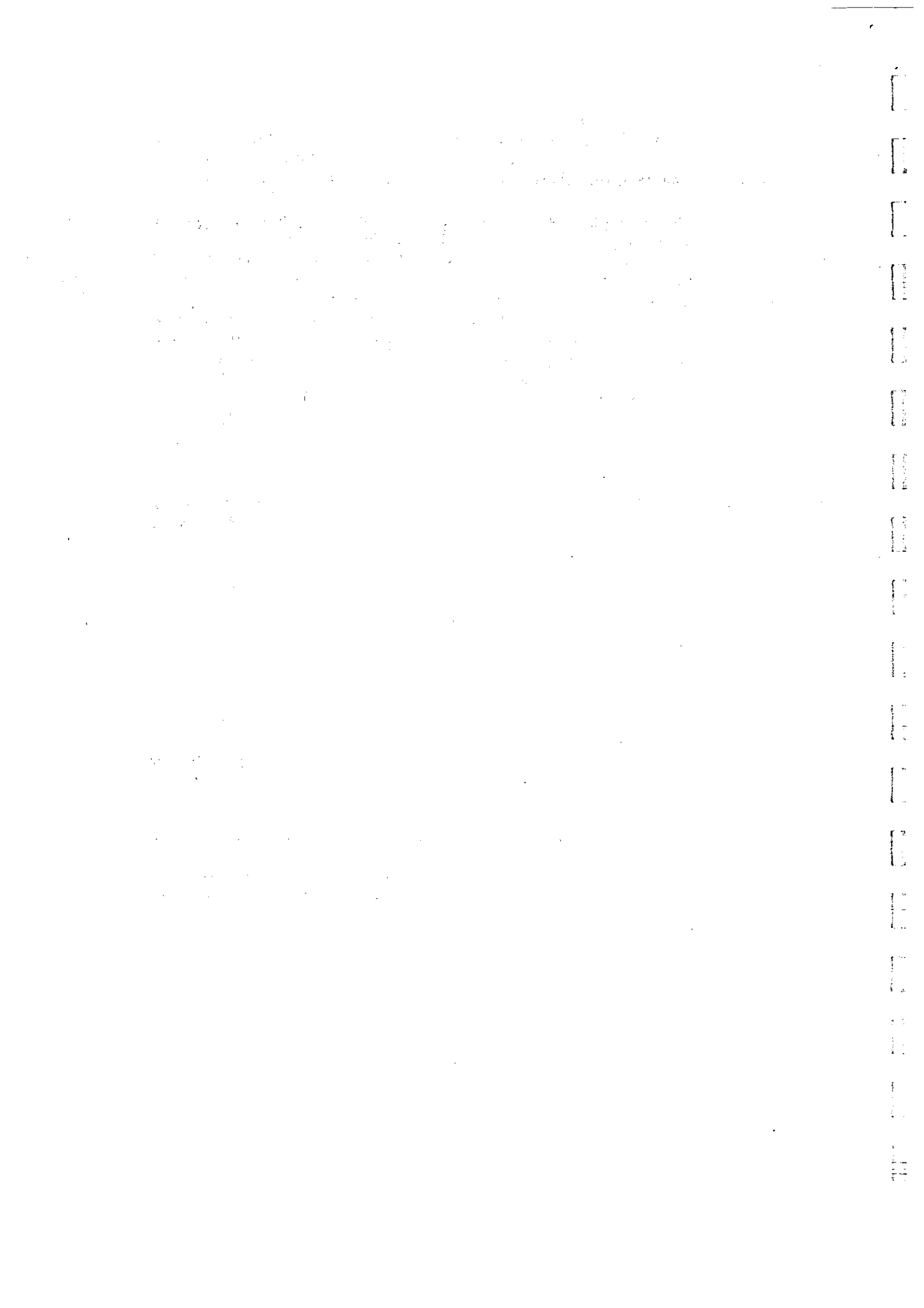
Section 2: BUSINESS MEETING

ENOP Business Meeting 4th April 1992, 9.30p.m. - 1.00p.m.

The meeting was chaired by Peter Warr and a new item, (7A) was inserted as a report from the Library committee.

1. **Minutes of last meeting:**
The minutes of the last meeting as contained in ENOP Newsletter No. 21, pages 6 -10, were agreed subject to the following change on item 4 page 8 - Work Importance Study that the names Peter Drenth and Enzo Spaltro should be replaced by Jose Ferreira Marques and Pol Coetsier

2. **Report from the coordinating committee.**
Newsletter No. 22, was taken as an accurate record and report of the coordinating committee subject to the addition in item 3, (general applications) of Rob Roe's name which had been omitted.

In the discussion arising from this report, Rob Roe reported that a TEMPUS application had been filed based on the ERASMUS curriculum development project and that a decision on this was expected in June.

John Hurley reported that he has filed three TEMPUS applications on behalf of ENOP-:
i.   To expand the membership of ENOP to Eastern Europe
ii.   To support ENOP workshops
iii.   To support the costs of provision of textbooks for Eastern European libraries

Again the outcome of these applications will not be known until June.

Bernard Wilpert spoke briefly on membership activity but this item was deferred to item 6 on the agenda.

3. **Workshops**
Rob Roe reported that the second Summer school on new technology and work at Tilburg University was now fully organised. The cooperating universities are Berlin University of Technology, The University of Paris 13, Delft Technical University, and the University of Tilburg. At this stage he reported that the speakers had been arranged and the students selected for this conference.

Rob Roe reported that the conference in Sofia on Psycho-Social aspects of employment would take place as planned from September 16th - 20th 1992, and it would be supported by the Maison. It would include three main strands
- Psychology of countries in transitional stages of development;
- Processes of employment; and
- Reactions to unemployment.

Rob Roe reported on the Bielefeld conference on "Cognition in work activity" and stated that this was an emerging field somewhere between Cognitive psychology and work and organisational psychology.
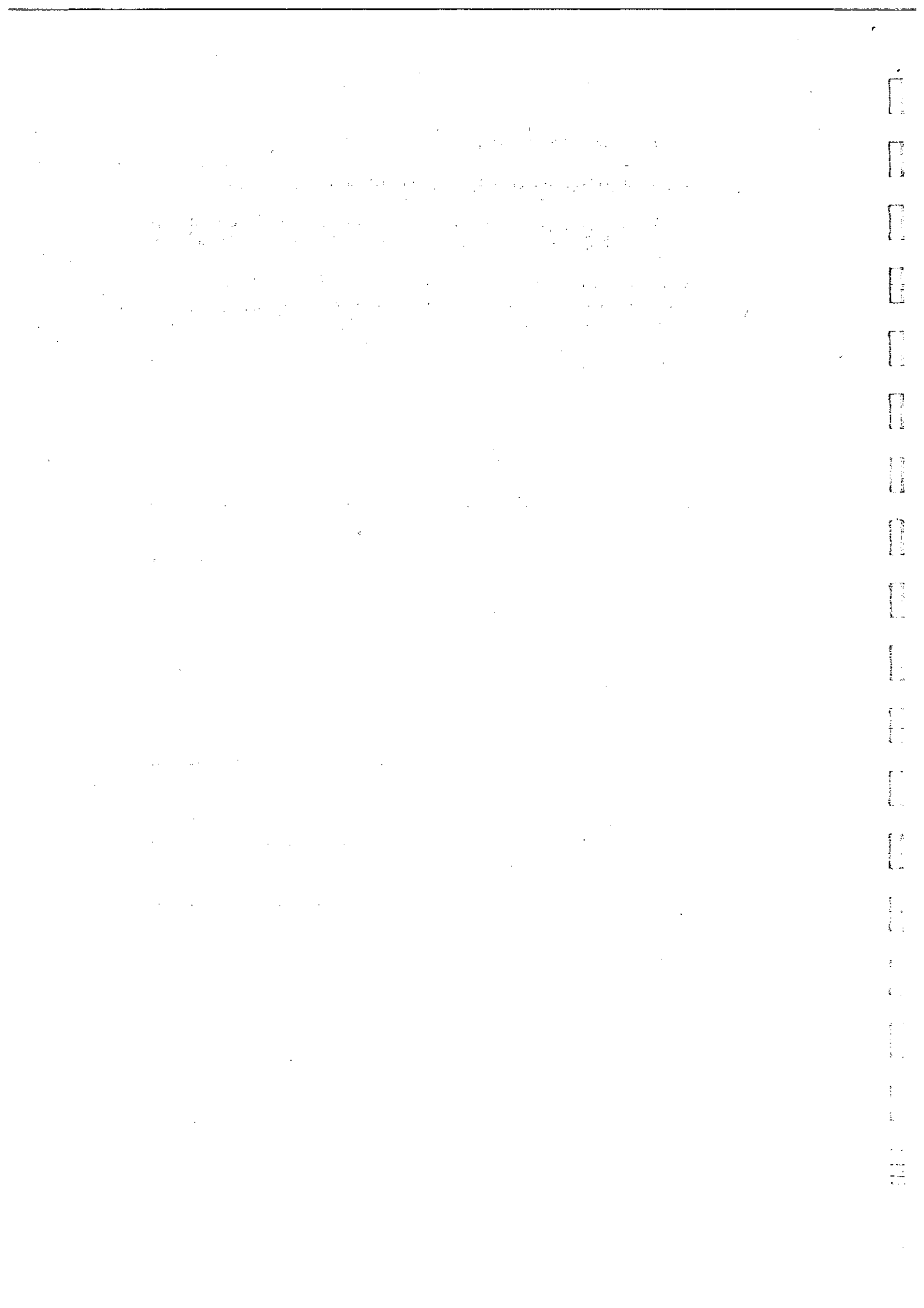
Bernard Wilpert reported that a workshop of the NeTWork (New Technology and Work) in Bad Homburg on Safety and Reliability in High Hazard Low Risk Organisations will take place on May 14-16th 1992.

Bernard Wilpert reported that a conference on Intercultural Group Dynamics and Research Teams, this conference will take place in Moscow during 1993.

A number of other workshops are planned, these include one to be organised by Jose-Maria Peiro, and Charles de Wolff on "Work psychology in hospitals" and would take place in Lake Constance in the Spring of 1993.

Another conference is planned by Gaston de Cock on 14th - 16th November in Lisbon on Organisational Cultures.

Juri Stikar is planning a workshop on "Simulation in Industrial and Organisational Psychology" in Spring 1994 in Prague.

4. **Ongoing Research**
    Gaston De Cock spoke about the need for coordination of research in Eastern Europe.

    Rob Roe spoke about the possibility replicating other work that had been done before.

    Bernard Wilpert mentioned on-going research in cooperation with the University of Technology of Budapest (on safety in nuclear power plants) and with Russia on the Managers of Tomorrow, and on Meaning of Working.

    J-M Marques suggested that there was a possibility that there was a need to outline existing research and existing work which was taking place.

    John Hurley referred to the Ann Arbor questionnaires that had been developed there and translated to many Eastern European languages.

    Rob Roe and Bernard Wilpert suggested that a committee to draw together instruments which might be used and Peter Warr and Claude Levy-Leboyer agreed to carry this matter further.

    Claude Levy-Leboyer mentioned that she is writing a chapter for the new Dunnette Handbook on 'Recruitment and Selection in Europe' In this connection she would ask members to respond to her questionnaire on this topic.

5. **Publications**
    Charles De Wolff mentioned the publication of the European Work and Organisational Psychologist, the three first issues of which had appeared since our last meeting. He drew attention to the fact that it contains three sections, Scientific Articles, Professional Affairs and Reviews of Textbooks. He appealed for contributions under all sections from the practitioners point of view. John Hurley made a request also for volunteers to review books particularly to review books major books not written in English.

Michael Frese spoke of Applied Psychology: An International Review and said that comparative studies between Eastern and Western Europe were very interesting to the general. J-M Peiro drew attention to the journal "Work and Stress" and a discount price was available to ENOP members and also encouraged ENOP members who might wish to be involved in the area of work and stress to contact him.

Other publications by members included:
Wilpert B. Quayle T. 1993, "Safety in Hazardous Work Systems" London. Erlbaum.

Roe, R.A., Antalovits, M., Dienes, E., (1991) Proceedings on workshops on "Technological Change Process and its Impact on Work" Hungarian Coordinating Council for Work Psychology jointly with ENOP, Budapest, 1991.

Peiro, J.M. et al, "Psycho social aspect of new technologies for cooperative work group systems in proceedings of social psychology conference 1990.

Roe, R.A., 1989, New Technology and Work, in Fallon, B.J., Pfister, M.P. Brebner, J., (eds) Advances in Industrial and Organisational Psychology, Amsterdam: Elsevier Science Publications, pp 267 - 284.

Hurley, J.J.P. "The collaborative imperative of new technology organisations", Irish Journal of Psychology, 1990, Vol, 11, No. 2. pp 211 - 220.

Tromsdorf, V., Wilpert, B., 1991. Deutsch-chinesische Joint Ventures, Wiesbaden, Gabler.

6. **Membership**
Bernard Wilpert presented a matrix of activities for all members of ENOP. He emphasised that this was a preliminary attempt to bring some degree of objectivity to the description of the activity and involvement of ENOP members and that he would welcome any changes and improvements in relation to it. Indeed, he added a suggestion that publications should be added in as an additional activity.

One person has suggested that computerisation might be considered in order to facilitate updating the matrix and the approach taken by Wilpert was adopted.

Rob Roe circulated a draft procedure describing the process of how people will become members of ENOP in discussing the question of eligibility it was pointed out that we would have to agree to some degree on the flexibility of interpretation in certain countries where chairs in the precise areas of Work and Organisational Psychology did not exist. The procedure was adopted subject to three references being provided and strong evidence of a good scientific representation.

7. **East West Cooperation**
It was felt that the descriptions given in the report from the coordinating committee relating to the Tempus applications covered this point adequately.

7.a The library committee.
The report by Johansson and Roe on the provision of work and organisational psychology textbooks for Eastern European libraries was circulated.

The authors were congratulated on this report and Gunn Johansson spoke about the next stage which was to request from Western colleagues their suggestions for textbooks which would be required. A discussion followed relating to methods of acquiring textbooks and suggestions were made that foundations should be approached in each of our countries to see what support could be given for this activity. In addition, the cost of distribution was mentioned and here one of the Tempus applications aims specifically at that, if it is successful, it should cover the cost of this distribution. It was suggested that a commercial distribution company should be asked to collate and distribute the books on behalf of ENOP, this was agreed.

8.   Conferences
April 24 Royal Irish Academy, Dublin. "Current Research In Work and Organisational Psychology" Contact person: John Hurley

May 13th - 16th 1992, American Seminar, Tenerife (Canary Islands).

The 25th International Congress of Psychology Brussels 19th - 24th July 1992, under the of the IUPS, Contact person:van Dierendonck.

July 1992, Belgium, before the Brussels conference, special interest group on career development of the IAAP division 1 (organisational psychology).

July 23rd 1992, during Brussels conference, the ENOP social hour is organised by the organisational division at 18.00 hrs, all ENOP members are welcome, contact person: Paul Coetsier

July 1994, National Conference on Careers Guidance, Madrid, a satellite meeting of the international congress of applied psychology.

5th - 10th July 1992, Madrid, Congreso Ibero-Americano de Psicologia.

14th - 17th April 1993, the 6th European Congress of Work and Organisational Psychology, Spain, organised by the European Association of Work and Organisational Psychology, deadline for papers 1st June 1992.

Note, some possible additional activities could be included in this programme if there is interest expressed and cooperation with the organising committee, for example, European journal editors meeting in order to promote an exchange of information, cooperation, etc; human resources consultancy in Europe; research funding for work and organisational psychology; the work and organisational psychology curriculum in Europe; human resources training in Europe; job postings in Europe in work and organisational psychology; cross cultural aspects within Europe in work and organisational;

July 1994, 23rd international congress of applied psychology, Madrid, organised by the IAAP, deadline for the submission, 1st January 1993.

Sept 6th - 11th 1992, ECCE 6, the 6th European conference on Cognitive Ergonomics in human computer interaction tasks and organisation at Balatonfured, Hungary. Deadline for papers June 10th 1992, contact person: Miklos Antalovits 1993 - date to be decided - the German conference on Industrial Organisation
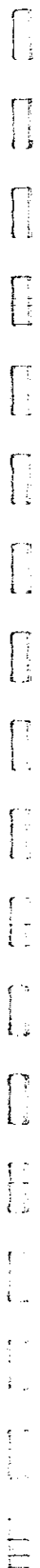
will be held, contact person: Michael Frese

9.   **Symposium 1993**
Some members felt that the next ENOP conference should be timed to run before or after the Alicante conference. Others felt it would be difficult to be away for so long.

It was agreed that the Symposium should take place on February 25th - 27th in 1993, in Paris. It was also decided to introduce one afternoon poster session, presenting ENOP members research. Further details to be decided.

10.   **Erasmus and Comett**
Pol Coetsier reported that the ERASMUS exchange organised by the university of Ghent was going well and just three places had not been filled. He felt it was likely that only one exchange per university would be permitted under this programme next year.

Bernard Wilpert reported before going to press, that letter of April 30, 1992 to M. Clemens Heller, the ERASMUS bureau regretfully informs us that the Commission of the European Communities did not see fit to fund our application for a European curriculum development project. Since I believe application was a good one, and since I know of no similar pre-investment of any European group in developing such a comprehensive international venture, I think we should not give up. A conversation with M. Aymard, Deputy to M. Heller, convinced me that we probably lack the support of a Brussels based national liaison office. We decided to contact the French and the German respective offices, and maybe the congress visit in Brussels this July will give another opportunity to contact relevant EC-officials.

11.   **Curriculum Development Report**
Rob Roe outlined the report "A reference model for a European curriculum on work and organisational psychology" and gave two optional courses.
i.   To take it back to our home universities and use it as we wish
ii.   To make the curriculum known to EFPA and other organisational and encourage them to react to it.

Some comments were made on the text referring to the different views on the training of psychologists including the dichotomy between the global versus comparmentalized view of psychology training. The view was also expressed that many important key US texts were missing.

There was general agreement that the document was very useful on progress and course design. ENOP formally accepted the document as a basis for further development. It was further considered that this topic should be a primary for next years symposium in February, and should be published in the Journal of European and Work and Organisational Psychologists.

12.   **Elections to the Coordinating Committee**
The following members were elected unanimously and unopposed to the coordinating committee:
Bernard Wilpert;
Claud Levy- Leboyer;
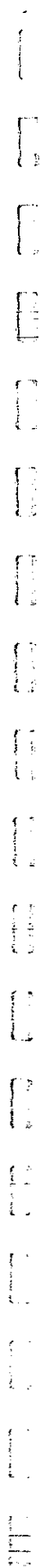
John Hurley;
Jose-Maria Peiro;
Miklos Antalovits;
Gunn Johansson; and
Branimir Sverko;

Next CoCo Meeting: Paris, October 17, 1992

There being no other business the meeting concluded
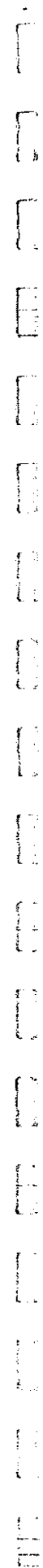
XIIth Annual ENOP-Symposium , Paris, April 2-4, 1992

Organisational Development and Individual Adaptation in Eastern Europe
- An East-West Dialogue

List of participants

Prof. Miklos ANTALOVITS, University of Budapest , Budapest, Hungary

Prof. Zbynek BURES, University Karlova, Praha, Czechoslovakia

Prof. Pol COETSIER, Ghent University, Ghent, Belgium

Prof. Peter DACHLER, Hochschule St Gallen, St Gallen, Switzerland

Prof. Gaston de COCK , University of Leuwen, Leuwen, Belgium

Prof. Véronique de KEYSER, University of Liège, Liège, Belgium

Prof. Marian DOBRZYNSKI, University of Varsaw, Varsaw, Poland

Prof. Pieter DRENTH, Free University Amsterdam, Amsterdam, Netherlands

Prof. Jose FERREIRA MARQUES, University of Lisbon, Lisbon, Portugal

Prof. Jose FORTEZA, University Complutense, Madrid, Spain

Prof. Michael FRESE, Justus Liebig University, Giessen, Germany.

Prof. John HURLEY, Dublin City University, Dublin, Ireland

Dr. Marin IGNATOV, Academy of Sciences, Sofia, Bulgaria

Prof. Gunn JOHANSSON, University of Stockholm, Stockholm, Sweden

Dr. Torma KALMAN, Eötvös Lorand University, Budapest, Hungary

Prof. Juhani KIRJONEN, University of Jyväskylä, Jyväskylä, Finland

Prof. Krum KRUMOV, Sofie University St Kliment Ohridski, Sofia, Bulgaria

Prof. Anna LEONOVA, Moscow State University, Moscow, CIS

Prof. Claude LEVY-LEBOYER, University René Descartes, Paris, France

Prof. Jose PEIRO, University of Valencia, Valencia, Spain

Prof. Robert ROE, Tilburg University, Tilburg, Netherlands

Prof. Juri STIKAR, Charles University, Praha, Czechoslovakia

Prof. Branimir SVERKO, University of Zagreb, Zagreb, Croatia

Prof. Henk THIERRY, University of Amsterdam, Amsterdam, Netherlands

Prof. Hubert TOUZARD, Université René Descartes, Paris, France

Prof. Giancarlo TRENTINI, University of Venice, Venice, Italy

Prof. Peter WARR, University of Sheffield, Sheffield, GB

Prof. Bernhard WILPERT, Technical University, Berlin, Germany

Prof. Yuri ZABRODIN, Psychological Society of the USSR, Moscow/ CIS

MARCH 5, 1992
Johansson/Roe

ENOP LIBRARY PROJECT

Responses

42 questionnaires were sent out and 16 responses were
received, with a regional distribution as follows:

CSSR	5
Poland	2
Hungary	2
Bulgaria	2
Croatia	1
OSS C.l.S.	1
Estonia	1
Library committee	2

Suggested Libraries

L. Kostron, Brno

Masaryk University, Brno
a) School of Philosophy
b) Faculty of Economics

M. Stizenec, Bratislava

1) Ustav v experimentalnej
psychologie SAV, Bratislava
2) Katedra psychologickych
vied FFUK, Bratislava
3) Psychologicky ustav CSAV,
Prague

S. Hermochova, Prague

One of the psychology
departments in Prague, Brno,
or Bratislava

J. Daniel, Bratislava

Ustav v experimentalnej
psychologie SAV, Bratislava

J. Stikar, Prague

Central psychological library,
Charles University, Prague

G. Kranas, Warsaw

Library of Department of
Psychology, University of
Warsaw

M. Sikorski, Gdansk

Technical University, Main
Library, Gdansk

M. Antalovits, Budapest	Share, if possible, between a) Lorand Eötvös University, Budapest b) Debrecen University, Debrecen and c) Technical University, Dept of Ergonomics and Work Psychology, Budapest
M. Ritoók, Budapest	---
V. Rusinova, Sofia	Institute of Psychology, Bulgarian Academy of Sciences, Sofia
K. Krumov, Sofia	Dept of Social, Work and Educational Psychology Library Sofia University
B. Sverko, Zagreb	1)The Library, Dept of Psychology, University of Zagreb 2)National and University Library, Zagreb 3)Department of Psychology, Faculty of Philosophy, Zadar 4) Institute of Psychology, Faculty of Pedagogy, Rijeka
A. Leonova, Moscow	1) Scientific Library of Moscow State University, International Book Exchange Service 2) Department of Psychology, St Petersburg State University
M. Kotik, Tartu	1) The Library of the University of Tartu 2) The Library of the Department of Psychology, University of Tartu

March 5, 1992
Johansson/Roe

ENOP Library Project

List of 62 books listed by more than one respondent. (In total 68 books were assigned a rank between 1 and 10 by one or more respondents.)

Categories:
1 = a+b>3;   2 = a+b=3;   3 = a+b<3.

Books	No. of "top ten" ranks (a)	No. of times listed (b)	Category
Salvendy 87	4	9	1
Cooper & Robertson 86-91 (6 vol)	4	7	1
Landy 89	1	6	1
Dunette & Hough 91 (2 vol.)	3	5	1
Herriot 90	3	5	1
Drenth et al. 84 (2 vol.)	5	5	1
Kleinbeck et al. 90	1	5	1
Grandjean 88	3	4	1
Hockey 83	2	4	1
Rasmussen 86		4	1
Smith & Robertson 89	1	4	1
Waern 89		4	1
Boff et al. 86		3	2
Card, Moran & Newell 83	1	3	1
Colley & Beech 89	1	3	1
Cooper & Payne 88	1	3	1
Frese & Sabini 85		3	2
Frese, Ulich & Dzida 87		3	2
Hancock & Meshkati 88		3	2
Montgomery & Svenson 89		3	2
Muchinsky 90	2	3	1
Rasmussen, Brehmer & Leplat 91	1	3	1
Sauter, Hurrell & Cooper 89	1	3	1
Warr 87	2	3	1
Armstrong 88		2	3
Bainbridge & Quintanilla 89		2	3
Bass & Drenth 87		2	3
Braverman 74		2	3
Clegg 90		2	3
Daughtrey et al. 90		2	3

Books	No. of "top ten" ranks (a)	No. of times listed (b)	Category
De Keyser et al. 88	2	2	1
Du Brin 90	1	2	2
Fisher & Reason 88		2	3
Erskine 90		2	3
Fleishman & Quaintance 84		2	3
Grandjean 84		2	3
Hacker 78		2	3
Hackman & Oldham 80		2	3
Hancock 87		2	3
Hartley et al. 90		2	3
Karasek & Theorell 90	2	2	1
Katz & Kahn 78	1	2	2
Klimoski & Schmitt 90	1	2	2
Long & Whitefield 89		2	3
Lincoln & Kallenberg 90		2	3
Meister 85		2	3
Mitchell & Lanson 87	1	2	2
Morgan 86	1	2	2
MOW 87	1	2	2
Murphy & Saal 90	1	2	2
Oborne 82		2	3
O'Brien 86		2	3
Rees 90		2	3
Salvendy, Sauter & Hurrel 87		2	3
Smithson & Whitehead 90	1	2	2
Schultz & Schultz 90		2	3
Shenson 90		2	3
Sundstrom 86	1	2	2
Tozi et al. 90	1	2	2
Wickens 84		2	3
Williams 89		2	3
Wood 82		2	3

Publishers and number of titles per publisher:

23 titles were published by Wiley

4 " " " " Lawrence Erlbaum, and Sage

3 " " " " Elsevier, and Taylor & Francis

2 " " " " Academic Press, Cambridge
University Press, McGraw-Hill,
North-Holland, and South-Western

1 title each was " " Addison-Wesley
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Consulting Psychologists Press
Croner
Dorsey Press
Harper & Row
Huber
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Reference model for a
European Curriculum in W&O Psychology

ENOP/COCO/rr/15.03.92

The curriculum for the training of W&O Psychologists at various European universities shows great differences. This was clearly reflected in the survey that was performed by ENOP in the context of an ERASMUS-project (Report CMA-89-F0001/CM90-F2006) aiming at the preparation of European-wide university exchange in the field of W&O Psychology. To a part this variety expresses genuine differences of content that are due to the differential development of the field in various countries. To another part it reflects the national traditions of higher education, and the specific administrative culture of the universities involved. It has been noted in the report by ENOP that the deep differences between the curricula - both in structure and in contents - constitutes a hindrance to cooperation in the development of curriculum content as well as in the exchange of staff and students. If cooperation is sought, as is the general aim of the ERASMUS and TEMPUS programmes, an effort should be made to develop a common frame of reference for a curriculum in W&O-psychology.

In the context of the last phase of the forementioned ERASMUS-project, discussions have taken place about the possible contours of such a frame of reference. The present paper describes the result of these discussions, i.e. a reference model for the specialization phase of a curriculum that aims at the training of W&O psychologists. In addition it presents a set of course descriptions covering the various elements of the model.

It is proposed to use the model as a conceptual tool in the process of curriculum (re)design. The model may help to develop more balanced programmes for the teaching of W&O psychology, and stimulate the process of course innovation. At the same time it can help to achieve a certain convergence of curricula in terms of overall structure and

contents. It is hoped that in this way a basis can be laid for the harmonization of teaching at a European level.

The reference model should not be conceived of as a rigid structure to be imposed on existing university curricula. Instead, curriculum designers may find it useful to select those parts of it that are most appropriate to the particular situation at their university, both in terms of differentiation and depth of specialization. Yet it would be desirable to take the architectural lines of the model as a point of departure, and to include at least those elements that can be considered to be the 'core' of a W&O curriculum.

The reference model assumes W&O psychology to be a field of specialization within the study of psychology. It offers a design for a programme that covers a period of 2 years or more. Such a programme could be located in the second cycle (graduate) and/or third cycle of the study.

Structure of the reference model

Before presenting the reference model we will first describe its dimensions. Four dimensions are distinguished. The first relates to educational objectives, the second to content areas, the third to the type of science involved, i.e. explanatory vs. technological science, and the fourth to depth-of-specialization.

I. Educational objectives

Generally speaking three sets of educational objectives can be distinguished:
a. the acquisition of knowledge
b. the acquisition of skills
c. the acquisition of competencies for professional activity
d. the acquisition of competencies for scientific research.

Students, in other words, should learn theories and concepts (a), as well as methods and techniques (b). Moreover they should learn how to approach and solve problems of a professional nature (c), and how to design and conduct a study (d).

This type of distinction seems to be relevant regardless of the country and the university system concerned.

In applying this dimension specific reference will be made to knowledges, skills, and problems that are typical for the world of work and organization. This means that general research methods and strategies will be left out of consideration.

II. Content areas

It is generally recognized that the discipline of W&O Psychology covers three content areas, each of which focuses on different parts and aspects of human work activity. These areas are:

- work psychology
- personnel psychology
- organizational psychology.

Work psychology concerns people's work activity, i.e. the way in which people deal with their tasks. Persons are seen as workers who have to perform tasks that are derived from the work processes taking place in the organization. Important subjects are: tasks, work environment, time arrangements, performance, error, effort, load, fatigue, task design, tool design (cf. ergonomics), etc.

Personnel psychology concerns the relationship between persons and the organization, in particular he establishment of the relationship, its development, and termination. Persons are seen as 'employees' with whom the organization has a temporal relationship. Important subjects are: choice processes of individuals and organizations, abilities and capabilities, needs and need fulfillment, commitment, methods of selection, career development, appraisal, pay, training, etc.

Organizational psychology concerns the (collective) behavior of people in relation to the socio-technical arrangement that is designated as organization. People are involved in this arrangement as 'members'. Important subjects are: communication, decision making, power, leadership, participation, cooperation, conflict, organizational culture, organizational structure, technology, organizational change, etc.

The three content areas can be differentiated from one another in both scientific and professional respect. Although there definitely is an area overlap there are differences in terms of object of study and research methods on the one hand, and diagnostic and intervention methods on the other hand.

It should be noted that the relative position of the areas vis a vis one another are widely different in the European countries. In some countries only there is a single dominant area (e.g. work psychology in France, or in some Eastern European countries), in other countries one finds that two main areas have emerged (e.g. work psychology and organizational psychology in Sweden, or personnel psychology and organizational psychology in Spain). In other cases one finds a more balanced situation with a more or less equal position of the thee areas (e.g. in Germany and the Netherlands). This is not only the case at the level of scientific research and teaching, but also at the level of professional activity.

Of course this picture of content areas is somewhat simplified. In educational practice several ways of clustering and differentiating areas of study have developed. The distinctions that have resulted from this reflect the fact that W&O psychology has multiple roots and that it has partially developed at business schools and technical universities. Examples of alternative concepts are e.g. 'occupational psychology', 'industrial relations', 'organizational behavior'. Areas that overlap with other disciplines are: 'engineering psychology', 'consumer psychology'. Nevertheless it can be said that the three content areas referred to above are sufficiently known and shared to justify their adoption in the reference model.

III. Type of science

A commonly made distinction that seems useful in the present context is that between explanatory science, or science that tries to understand existing reality on the one hand, and technological or change-oriented science, that aims at changing reality on the other hand. While some disciplines are characterized by the prevalence of one of these types of sciences, this is certainly not true for W&O psychology. As this discipline deals with a reality that is by its very nature created and modified by man, it contains strong components of both technological and explanatory science. The relative accent that is placed on either type of science varies from country to country, though.

IV. Depth of specialization

Theories and methods of W&O Psychology can be dealt with at various levels, differing in breadth of scope and degree of detail. It is assumed that in general three levels can be distinguished: (a) the level of systematic introduction, covering principles, methods and facts of a certain subject area, (b) the level of focused study of problems and methods, and (c) the level of detailed study of a particular issue. Between countries and universities there seems to be a moderate degree of congruence at the first level. At the higher levels there are marked differences in the profile of the programmes offered. Moreover one can identify narrow-scope high-depth programmes as well wide-scope low-depth programmes.

Depicting the model

By crossing the four dimensions mentioned above a multidimensional matrix is obtained that constitutes the frame of the proposed reference model. For the purpose of graphic presentation the first three dimensions (educational objectives, content areas and type of science) are selected and arranged in a two-dimensional layout in the figure

below. The fourth dimension (depth of specialization) is not displayed. It should be kept in mind that it applies to each of the cells in figure.

Environment
Society

	WORK	PERSONNEL	ORGANIZATION	objective / type of science
	a	b	c	knowledge of theories (explanatory)
	d	e	f	knowledge of theory (technological)
	g	h	i	diagnostic skills (explanatory)
	j	k	l	intervention skills (technological)
stage (apprenticeship)				professional competencies
research project				research competencies

Courses

The cells of the upper part framework, indicated with characters, can be filled with courses in a variety of ways. One can distinguish between:

    *   pure courses, dealing with a particular subject within a

6

single cell (a,b, ... h);
such courses can be differentiated in terms of depth of specialization;

* integrative courses, covering two or more cells (e.g. a-b-c).

In a good curriculum both types of courses should be present. Pure courses offer a basis for a systematic development of declarative or procedural knowledge, while integrative courses help to make connections between various elements and domains of knowledge. Favorite bases for integration are: a problem, a theme and a professional role. Integration can also take place along specific dimensions of the model, e.g. from theory to skills (dimension I), across content areas (dimension II), from existing reality to change (dimension III). Moreover integration can be achieved on the basis of a theoretical or methodological approach (e.g. cognitive theories, or qualitative methods).

Attached is a list of descriptions of both pure and integrative courses. The cells to which they refer are indicated by characters: pure courses are identified with a single character (a,b etc.), integrative courses with multiple characters (e.g. g-j). Pure courses with a different depth of specialization are identified with digits (e.g. e1,e2), a higher number indicating a greater depth. The list is not intended to be exhaustive. The descriptions should be considered as examples that are prototypical for courses given on the respective subjects. Most examples come from programmes mentioned in the ENOP survey of 1989.
Courses that have a connection with subject areas outside W&O psychology (e.g. technology, personnel administration, management) are not included.

Stage (apprenticeship) and research project

The general aim of the stage is to familiarize the student with the professional setting and activity of W&O psychologists, and to develop basic professional competencies. Important aspects of the stage are the interaction with the client, and deontological issues.

Different types of stages can be distinguished, like e.g.

1. orientation type: familiarization to a certain professional setting
2. safari type: temporary presence in the setting for a particular purpose (e.g. the collection of data)
3. rotation type: systematic familiarization with different parts of an organization, different roles, etc.
4. role type: learning to fulfill a particular professional role
5. project type: performing a project (individually or in a team) defined by a company or the university.

The general aim of the research project is to develop competencies for scientific research by setting up and executing a research study. Projects can use a variety of methods, and include field experiments. Field studies, case studies, surveys, laboratory studies, and so on.
They can be performed in companies as well as in university settings.
Typically research project include a study of the literature on a certain issue.

Descriptions of courses

Cell: a

1.   Title

Work Psychology

2.   Aims and Objectives

To achieve knowledge and understanding of theories on work
behavior in relation to tasks and work environment, as well as
of methods for investigating them.

3.   Entrance Requirements

Introduction to W&O Psychology.

4.   Contents

The notions of task and action, regulation of work activity,
working conditions, work time arrangements and work tools,
performance and errors, work load, action efficiency, tress,
occupational health, satisfaction, and re/de-qualification.

5.   Didactics

Lecture with audiovisual support.

6.   Duration

30 class room hours, study load 160 hours.

7.   Readings

Alluisi, E.A. & Morgan, B.B. (1982).
       Temporal factors in human performance and productivity.
       In: Alluisi, E.A. & Fleishman, E.A. (eds.), Stress and per-
       formance effectiveness. Hillsdale, N.J.: Lawrence Erl-
       baum; p. 165-247.

Arnold, B. & Roe, R. (1987).

> User errors in human computer interaction. In: Frese, M., Ulich, E., Dzida, W. (eds.), Psychological issues of human-computer interaction in the work place. Amsterdam; North-Holland; p203-220.

Aronson, G. (1989).

> Changed qualification demands in computer-mediated work. Applied Psychology, 38(1), 57-71.

Blankenship, V. (1985).

> The dynamics of intention. In: Frese, M. & Sabini, J. (eds.), Goal directed behavior. The concept of action in psychology. Hillsdale, N.J.: Lawrence Erlbaum; p158-170.

Coates, G.D. & Kirby, R.H. (1982).

> Organismic factors and individual differences in human performance and productivity. In: Alluisi, E.A. & Fleishman, E. A. (eds.), Stress and performance effectiveness. Hillsdale, N.J.: Lawrence Erlbaum; p. 91-140.

Cranach, M. Von, (1982).

> The psychological study of goal-directed action: basic issues. In: Cranach, M. Von Harré, R. (eds.), The analysis of action. Cambridge: Cambridge University Press; p35-73.

Frese, M. (1989).

> Human computer interaction within an industrial psychology framework. Applied psychology, 38(1), 29-44.

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> Job satisfaction and organizational commitment. In: Cooper, G.L. & Robertson, I.T. (eds.), International Review of Industrial and Organizational Psychology. Chichester: Wiley; 157-188.

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> Activity: a fruitful concept in industrial psychology. In: Frese, M. & Sabini, J. (eds.), Goal directed behavior. The concept of action in psychology. Hillsdale, N.J.: Lawrence Erlbaum; p262-284.

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> Autonomy and variety in job design and training. In:

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Roe, R. A. (1986).

Kwaliteit en humanisering van de arbeid. In: Roe, R. A. (red.), Psychologie der arbeidsomstandigheden. Assen: van Gorcum; p. 14-42.

Heckhausen, H. & Kuhl, J. (1985).

From wishes to action: the dead ends and short cuts on the long way to action. In: Frese, M. & Sabini, J. (eds.), Goal directed behavior. The concept of action in psychology. Hillsdale, N.J. : Lawrence Erlbaum; p133-157.

Mackay, C. & Cooper, C.L. (1987).

Occupational stress and health: some current issues. In: Cooper, G.L. & Robertson, I.T. (eds.), International Review of Industrial and Organizational Psychology. Chichester: Wiley; 167-199.

Meijman, T. (1989).

Belasting en herstel: een begrippenkader voor het arbeids-psychologisch onderzoek van werkbelasting. In: Meijman, T. (red.), Mentale belasting en werkstress. Assen: Van Gorcum.

Norman D., Shallice, T. (1986).

Attention to action: Willed and automatic control of behavior. In: Davidson, R.J., Schwartz, G.E., Shapiro, D. (eds.), Consciousness and self-regulation. Advances in Research and Theory, Vol. 4. London: Plenum; p1-18.

Rasmussen, J. (1986).

Models of human information processing. Chapter 6 from: Information processing and human-machine interaction: an approach to cognitive engineering. Amsterdam: North-Holland; p99-114.

Wickens, C.D. (1989).

Attention and skilled performance. In: Holding, D. (ed.), Human skills. Chichester: Wiley; p71-105.   RR

Cell: b

1. Title

    Career Development Theory

2. Aims and Objectives

    To provide a framework, basic concepts and an overview of career development theories.
    To familiarize future managers, personnel specialists and career counsellors with the needs, problems and opportunities of managers and employees at each career stage.

3. Entrance Requirements

    Basic courses in Developmental Psychology and Organizational Psychology

4. Contents

    Introduction to career development theory
    The career stages and life stages approach
           Adult life development
           Erikson's approach to life development
           Levinson's approach to life development
           Hall's approach to psychological success
    Occupational choice and job choice
           Orientation theory of Holland
           Interest theory of Strong
    Early career issues
           Career anchors (Schein)
           Job changes
           Fast-track careers
    Middle-career issues
           Career plateaus
           The mentor relationship
           Mid-life transitions and mid career crisis

Late career issues
    Understanding, older employees
    Career attitudes and performance in late career
    Downward movement in organizations
Career planning and management
    A model of career management based on individual and organizational needs and requirements
    Hot topics within this field

5.   Didactics

Each part of the course described above comprise a 3 hours lecture including practical exercises in order to familiarize students familiar with the concepts presented.
An overall illustration for each part is provided in the form of a case to be solved by the students; this takes an additional hour. During a final 2 hours meeting students have to come up with a model of career development, based on what they have learned throughout the course.

6.   Duration

30 hours.

7.   Readings

Compulsory

Feldman, D.C. (1988)
    Managing careers in organizations. Illinois, Scott, Foresman and company.
A list of max. 10 selected articles.

Recommended

Arthur, M.B., Hall, D.T. & Lawrence, B.S. (Eds.) (1989)
    Handbook of career theory. Cambridge, Cambridge University Press.

Paffen, M.J.A. (1991)

    Loopbaan-management. Deventer, Kluwer Bedrijfsweten-
schappen.

Greenhaus, J.H. (1987)

    Career management. New York, Dryden Press.

Leibowitz, Z., Lea, D. (1986)

    Adult career development; Concepts issues and practices.
Virginia, American Association for counselling and devel-
opment.

Levinson, D.J. a.o. (1988)

    The seasons of a man's life. Tenth printing, New York,
Knopf.

Hall, D.T. and Associates (Eds.) (1986)

    Career development in organizations. San Francisco,
Jossey-Bass Publishers.

Dirk Buyens/PC

Cell: c

1. **Title**

    Management and Leadership in Organizations

2. **Aims and Objectives**

    To describe the various theories of leadership, the findings relev
    ant to the study of leadership in organizations, and the issues
    related to leader effectiveness.
    To describe the various controversies surrounding the leadership
    research.
    Enable students in organizational behaviour and future managers
    to develop an idea of the complexity of the issues involved, as
    well of the theoretical back ground involved in leadership as-
    sessment and training.

3. **Entrance Requirements**

    Basic course in W&O Psychology

4. **Contents**

    Leader traits and abilities
    > Review of studies associated with the hypothesis of
    > personal traits being linked with leader efficiency in man-
    > agerial positions. Studies of managerial talents (Ghiselli).
    > Motivation theories and leader effectiveness (Miner).
    > Assessment Centers and their roles in the identification of
    > leadership potential and abilities (Bray at al.).

    Normative approaches
    > Study of leader style in organizations. The early research:
    > the Ohio group and Fleishman' analysis of initiating struc-
    > ture and consideration. Likert system 4, and the Michigan
    > research work on supportive leadership. Criticism and
    > assessment of the results. Impact of this research trend
    > on later training programme. The Blake and Mouton Grid.

Leader behaviour and adequate use of rewards, motivation management and participation in decisions. Participative leadership: McGregor Theory Y. Early experimental results about participation in organizations (Morse and Reimer, Coch and French). Inconsistent findings and mediating variables (task characteristics, subordinates characteristics, willingness to participate).

Contingencies approaches

Basic structure of the contingency approach in leadership. Fiedler model of leadership effectiveness. Development of the LPC. Dimensions of the situation. Experimental results and criticism. Practical applications: the leader-match concept.

House's path-goal theory of leadership. Motivational functions of the leader in organizations. Instrumental, supportive, participative and achievement-oriented leadership and their indications. Experimental results. Criticism, problems and need for further research. Hersey and Blanchard's situational leadership theory. Subordinate maturity as a fact and as a goal.

Vroom-Yetton contingency model. Taxonomy of decisions Validity of the model and applications to managers training. Flexibility of leaders' behaviour and their aptitude to build a diagnosis of the situation.

Recent developments

Substitutes for leadership; organizations as organized anarchies versus rational systems; applications of attribution theory to leadership research.

5. Didactics

Lectures with audiovisual support.

6. Duration

30 classroom hours.

7. Readings

17

Recommended

Bass, B.M. (1981)
    Stodgill's Handbook on leadership. New York, Free Press.
Blanchard, K. & Johnson, S. (1982)
    The one minute manager. New York, Morrow.
Bray, D.W. et al. (1974)
    Formative years in business. New York, Wiley.
Fiedler, F.E. (1965)
    A theory of leadership effectiveness. New York, Mc Graw
    Hill.
Fielder, F.E. & Chemers, M.M. (1984)
    Leadership and effective management. Glenview, Ill.,
    Scott Foresman.
Fleishman, E.A. (1973)
    Twenty years of consideration and structure. In: Fleish-
    man E.A. & Hunt, J.G., Developments in the study of
    leadership. Carbondale, Ill, Southern Illinois University
    Press.
Heller, F.A. & Wilpert, B. (1981)
    Competence and power in managerial decision making.
    Chichester, Wiley.
Hersey, P. & Simon, J. (1980)
    Perspectives in leadership effectiveness. Ohio, Columbus.
Hollander, E.P. (1978)
    Leadership dynamics. New York, Free Press.
Lawrence, P. (1984)
    Management in action. London. Routledge.
Vroom, V.H. & Yetton, P.W. (1973)
    Leadership and decision making. Pittsburgh, University of
    Pittsburgh Press.

LL

Cell d:

1. Title

    Work and health

2. Aims and Objectives

    To provide the student with basic knowledge about the way in which working conditions and work activity affect people's health, about types of health impacts, methods for preventing and curing illness, and optimizing health.

3. Entrance Requirements

    Introduction to W&O Psychology. Basic course in Work Psychology.

4. Contents

    Introduction
    > Concepts of health and illness. Statistical data on the various types of illness and disease. Classification of health influences: positive and negative; somatic and psychosomatic health; influences from work, household and leisure.

    Health related factors and mechanisms
    > Direct health impacts: physical hazards, safety and accidents. Indirect health impacts: stressors, stress and illness. Overview of stressors: job demands and control, role characteristics, organizational change, job insecurity.

    Consequences of ill-health
    > Absenteeism. Social interaction. Performance.

    Preventive measures
    > Safety management. Job (re)design. Placement and task allocation. Calibration of job demands.

    Corrective measures
    > Dealing with physical hazards and stressors. Coping with

stress.
Health promotion at work
    Working time regimes. Physical fitness programmes.

5.   **Didactics**

Lecture with audiovisual support.

6.   **Duration**

30 classroom hours.

7.   **Readings**

Recommended

Johnson, J.V. & Johansson, G. (Eds.) (1991).
    The Psychosocial Work Environment: Work Organization,
    Democratization and Health. Amityville, N.Y.: Baywood.
Kahn, R.L. (1981).
    Work and Health. New York : Wiley.
Karasek, R., and Theorell, T., (1990).
    Healthy Work. New York: Basic Books.
Kompier, M., (1988).
    Arbeid en Gezondheid van Stadsbuschauffeurs, Delft:
    Eburon. (dissertatie Rijks Universiteit Groningen).
Kompier, M.A.J. & Marcelissen F.H.G., (1990).
    Handboek Werkstress - systematische aanpak voor de
    bedrijfspraktijk. Amsterdam: NIA/NIPG-TNO
Lazarus, R.S., and Launier, R., (1978).
    Stress-related transactions between person and environ-
    ment. In: L.A. Pervin and M. Lewis (eds.), Perspectives in
    International Psychology, New York: Plenum, 287-327.
Meijman, T.F., (Red.) (1989).
    Mentale Belasting en Werkstress. Assen: VanGorcum, p.
    5-20.
Sauter, S.L., Hurrell, J.J. & Cooper, G.L. (Eds.).
    Job Control and Worker Health. Chichester: Wiley.

Selye, H., (1956).

    The Stress of Life, New York: McGraw-Hill.

Stuurgroep Toekomstsenario's Gezondheidszorg, (1991).

    Arbeid, Gezondheid en Welzijn in de Toekomst. Houten: Bohn Stafleu van Loghum.

Winnubst, J.A.M., (1986).

    Rolspanning in het werk, in: R.A. Roe, (red.), Psychologie der Arbeidsomstandigheden, Assen: Van Gorcum.

RR

Cell: e-1

1. **Title**

Selection and Assessment.

2. **Aims and Objectives**

To give future managers and personnel specialists information needed to choose efficiently tools for selection and assessment. To train the future personnel specialist and human resources specialist in the use, development and assessment of tests and other techniques used for selection and recruitment, internal and external.

3. **Entrance Requirements**

Introduction to W&O Psychology

4. **Contents**

Ethical issues
> Fairness in selection and testing. Non discrimination policies. Normative problems and validity. The role of the psychologists and their relations with managerial hierarchies. Communications of results to the applicants and to the clients.

Methodological issues
> Measurement concepts and tools. Reliability and validity assessment. Content, construct, concurrent and predictive validity. Development of norms and standards scores. Recent developments: Schmidt and Hunter's generalizability theory.
> Test construction: aptitude testing; questionnaire and personality testing. Item analysis. How to improve the reliability and validity of a technique.
> Utility and cost/benefit assessment. Recruiting procedures. The importance of applicants characteristics.

The criterion issue

> Desirable aspects of criteria. Issues in employment appraisal Performance measurement. Subjective assessment. Assessors training.

Tools

> A survey of existing assessment techniques, with notions about their use and validity. Job analysis and requirements identification.
>
> Cognitive ability. Meta-analysis results on the validity of cognitive tests. Specific aptitude testing and their use. Incremental validity of a composite battery.
>
> Personality tests and motivation testing. Interest tests. Biodata and application blanks. Interviews and their limitations. Peer evaluations, references. Self assessment. Assessment centers. Description of the procedures, its validity and acceptability. Recent criticisms on its content validity. Situation and simulation testing: the situational interview, in-basket tests, leaderless group testing.

Staffing organizations

> Recruiting: advertising the organizations. Attracting and retaining the staff: How to get good applicants? Solutions to practical problems: small organizations, managers recruitment, satisfaction issues, low qualifications manpower, migrant workers, job seekers experience...

5. Didactics

Lectures with audiovisual support.

6. Duration

30 classroom hours.

7. Readings

Recommended

Cook, M. (1988)

    Personnel selection and productivity. London, Wiley.

Kline, P. (1986)

    A handbook of test construction. London, Methuen.

Lévy-Leboyer, C. (1990)

    L'évaluation du personnel. Paris, Editions d'organisation.

Murphy, K. & Davidshofer, C.O. (1988)

    Psychological testing. New Jersey, Englewood Cliffs.

National Research Council (1988)

    Fairness in employment testing. Washington, National Academic Press.

Schneider, B. & Schmitt, N. (1986)

    Staffing organizations. Glenview, III (second ed.)

Smith, M., Gregg, M. & Andrews, D. (1989)

    Selection assessment. London, Pitma.

Smith, M. & Robertson, I. (1986)

    Systematic staff selection. London, Macmillan.

Wainer, H. & Braun, H.I. (1988)

    Test validity. New Jersey, Hillsdale.

LL

Cell: e-2

1. Title

   Diagnostic Systems for Personnel Management

2. Aims and Objectives

   To achieve knowledge and understanding of the application of diagnostic and psychometrical principles on specific problems in organizations.
   To acquire the skill of developing a 'Programme of Requirements' and design a procedure on the basis of it.

3. Entrance Requirements

   Basic course in Personnel psychology

4. Contents

   This course deals with the design and use of diagnostic systems in work organizations, in particular systems for personnel selection and placement, performance appraisal and potential assessment. It is exposed how such systems can be designed in a way that takes into account knowledge about human characteristics and behavior, as well as principles of assessment and personnel psychology., while being tuned to the specific needs and possibilities of the organization.
   Issues covered are: prediction principles and models, criteria, predictor variables and instruments, decision principles and models, utility, design of selection procedures, administration of selection procedures, ethical problems, examination of selection effects, validation, utility assessment.

5. Didactics

   Lectures with audiovisual support, demonstration of materials, and exercises.

6.   Duration

     30 class room hours, study load 160 hours.

7.   Readings

     Compulsory

     Roe, R.A. (1983)
          Grondslagen der personeelsselectie. Assen, Van Gorcum.
     Roe, R.A. and Daniëls, M.J.M. (1990)
          Personeelbeoordeling, achtergrond en toepassing. Assen,
          van Gorcum.
     Roe, R.A. (1989)
          Designing selection procedures. In: Herriot, P. (Ed.), Se-
          lection and assessment in organizations. Chichester,
          Wiley.

     Recommended

     Selected articles

                                                              RR

Cell: e-3

1. Title

Selection Utility Analysis

2. Aims and Objectives

To teach students how to assess the economic impact of valid selection programs and how to decide between alternative selection strategies.
To learn students how to fine-tune such selection parameters as the selection ratio, the predictor cutoff score(s), and the succession of selection devices in order to achieve maximum utility. To learn students how to translate the utility results in terms of capital budgeting indices.

3. Entrance Requirements

Students should have followed an undergraduate course in statistics and possess elementary computer (personal computer) literacy. They also should have a workable knowledge of classical test theory and the field of psychometrics in general. Finally, they are expected to have followed an introductory course on work and organizational psychology.

4. Contents

Non-monetary approach to utility analysis
    the Taylor-Russell proposal.
Decision-theoretic approach
    the Brogden and Cronbach and Gleser model of selection utility.
Integration with capital budgeting methods
    the translation of utility results in terms of Net Present Value.
Extensions
    Single stage vs multiple stage selection and the succes-

sion of selection devices. Optimal selection ratio's and predictor cutoff scores: maximization of selection utility. Corrections of standard utility formulae to account for a.o. job refusal, mis-selection. Incorporation of utility analysis and human resource planning models: expected length of service and number of vacancies.

5. Didactics

Ex cathedra lectures, supplemented with exercises and case studies which require the usage of specific software (The programs are available for IBM compatible PC under MS-DOS). One PC for each subgroup of 5 students. Exercises and cases are solved in small groups of up to 5 students, and they are followed by plenary discussions. A syllabus of the course will be available.

6. Duration

Ex cathedra lectures on the subject matter: 7 sessions of approximately 2 hours.
Plenary discussion of cases and exercises: approximately 4 hours.
Exercises and cases in small groups: ± 12 hours.
In total 18 classroom hours.

7. Reading

Although not compulsory, the following articles are recommended as preliminary reading:

Boudreau, J.W. (1989)
> Selection utility analysis. A review and agenda for future research. In Smith, M. & Robertson, I.K. (Eds.), Advances in selection and assessment. Chichester, Wiley.

Cascio, W.F. (1980)
> Responding to the demand for accountability: A critical analysis of three utility models. Organization Behavior and

Human Performance, 25, 21-45.

Schmidt, F.L., Hunter, J.E., McKenzie, R.C. & Muldrow, T.W. (1979)

Impact of valid selection procedures on work-force productivity. Journal of Applied Psychology, 64, 609-626.

PC

Cell: f

1. Title

Organizational Structure and Structuring

2. Aims and Objectives

To promote the understanding of the organizational structure in organizations and its implications for organizational behavior and organizational processes.

3. Entrance Requirements

Introductory to Work and Organizational Psychology.
Theories in Work and Organizational Psychology.

4. Contents

* Introduction. Concept definition and contextualization of the topic of the course in the framework of organizational theory and of organizational behavior.
* Units of organizational structure (I): Roles, positions.
* Units of organizational structure (II): Formal groups and departments, etc.
* Contexts of the organizational structure: Environment, technology, size, history, etc. Contextual determinism approaches. (size, technology, strategy, environment).
* Contextual factors and organizational behaviors and attitudes.
* Dimensions (or parameters) of organizational structure: Centralization, formalization, complexity, etc. Contributions from the Aston Group.
* Structural dimensions and organizational behavior and attitudes.
* Typologies of organizational structure: Bureaucracy as the ideal type of organizational structure. Bureaucracy vs. organic structures. From dimensions to types. The typo-

logy of the Aston Group. Mintzberg's typology of organizations.

* Organizational typologies and organizational behaviors and attitudes.
* Organizational structuring. Organizational infrastructure, structure and superstructure.
* Network analysis and its applications of studying organizational structuring.
* Causal mapping and organizational structuring.
* Stability and change in organizational structure.

5. Didactics

Lectures with audiovisual support.
Case studies.
Practical use of some instruments (e.g.: Aston questionnaires).

6. Duration

7. Readings

JP

Cell: g

1. Title

   Work Analysis

2. Aims and Objectives

   To acquaint students with the available methods for the analysis of tasks and work activity. To teach them for what purpose and how these methods can be used. To develop basic skills in choosing and utilizing particular methods.

3. Entrance Requirements

   Basic course in Work Psychology.

4. Contents

   Purposes and scope of methods for task and activity analysis:
   >   Training, (re)design of tasks or jobs, improvement of work methods, improvement of work time schedules, ergonomic design of work tools.
   Review of methods
   >   Task and work situation: free descriptions, ABA, AET-A/B, GECT, PRS, STTA, TAI-I, VERA, WEBA
   >   Work activity: free descriptiuons, AZA, AET-C, BMS-I/II, EZ-Skala, PAQ, RHIA, SABA, SEB, TBS, VERA, DMK, JDS, Kelley-Grid, STA, STB.
   Strategy of performing work analysis
   >   Screening. Analysis of present situation. Analysis of desired situation.
   Practical aspects and problems of work analysis.

5. Didactics

   Lecture with audioviusual support. Demonstration of methods. Discussion of cases with practical applications.

6. Duration

13 weeks, 2 hours per week.

7. Readings

Recommended

Algera, J.A. (1987).
> Job and task analysis. In Bass, B.M. et al. (Eds.), Advances in Oragnizational Psychology: An International Review. Newbury Park: Sage.

Algera, J.A. (Red.) (1991).
> Arbeidsanalyse vanuit verschillende perspectieven. Amsterdam: Swets & Zeitlinger.

Ash, Ronald A. (1988).
> Job analysis in the world of work. In: Gael, S. (ed.) The Job analysis handbook for business, industry and government. New York; John Wiley. p3-11.

Frei, F. (1981).
> Psychologische Arbeitsanalyse - eine einfuhrung zum Thema. In: Frei, F. und Ulich, E. (Hrsg.), Beiträge zur Psychologischen Arbeitsanalyse. Bern; Huber; p11-35.

Hacker, W. (1990).
> Mental work and computerization. In: Arbeitswissenschaften, 1990 no. 3.

Hacker, W. & Matern, B. (1980).
> Methoden zum Ermitteln tätigkeits-regulierender kognitiever Prozesse und Repräsentationen bei industriellen Arbeitstätigkeiten. In: Volpert, W. (Hrsg.), Beiträge zur Psychologischen Handlungstheorie. Bern: Huber Verlag

Hacker, W. (1987).
> Computerization versus computer aided mental work. In: M.Frese, E. Ulich, W. Dzida (ed.), Psychological Issues of Human Computer Interaction in the Work Place. Amnsterdam: Elsevier Science Publishers.

In 't Veld, J. (1989).
> Organisatiestructuur en Arbeidsplaats. Leiden: Stenfert

Kroese.

Johansson, G., Mancini, G. & Märttensson, L. (1985).

Analysis, Design and Evaluation of Man-Machine-Systems. 2nd. IFAC/IFIP/IFORS/IEA Conference, sept. 10-12. Varese: CEC-JRC Ispra.

Landau, K., and Rohmert, W. (1985).

Introduction to the problems of Job analysis on the development status of the procedure and its theoretical foundation. London: Taylor & Francis.

Phillips, M.D., Bashinski, H.S., c.s. (1988).

A task analytic approach to dialogue design. In: M. Helander (ed.). Handbook of Human-Computer interaction. Amsterdam: Elsevier Science Publishers; p835-857.

Pot, F.D., Christis, J.H.P., c.s. (1990).

Outlines of the WEBA-instrument a conditional approach for the assessment of the quality of work. Leiden: NIPG-publ. april 1990 nr.90.059.

Richter, P., Heimke, K., c.s. (1988),

Tätigkeitspsychologische Bewertung und Gestaltung von Arbeitsaufgaben. Zeitschrift fur Arbeits u. Organisationspsychologie, 32 (N.F.6)1

Roe, R.A., and F.R.H. Zijlstra (1991).

Arbeidsanalyse ten behoeve van (her)ontwerp van functies: een handelingstheoretische invalshoek. In: Algera, J.A., (red.) Analyse van Arbeid.Amsterdam: Swets & Zeitlinger; p.179-243.

RR

Cell: h

1. Title

Job Analysis

2. Aims and Objectives

Familiarization of students with the main approaches and domains of application of job analysis techniques; acquisition of practical experience in applying select instruments in real life situations.

3. Entrance Requirements

Diploma candidates, 4th or 5th year of university education, basic knowledge of Work and Organizational Psychology.

4. Contents

Synopsis of the uses and abuses of job analysis techniques,
        their theoretical underpinnings and methodological implications
Objective and subjective techniques
Unstructured observation techniques
        critical incident technique
Structured approaches
        Fragebogen zur Arbeitsanalyse (FAA), Arbeitswissenschaftliches Erhebungsverfahren (EAT), Job Diagnostic Survey (JDS), Action Regulation Analysis Instruments (VERA/RHIA), Tätigkeitsanalyse Inventar (TAI), Stress Analytical Instruments.

5. Didactics

Introductory lectures by docent; student groups are required to pick at least one of the instruments or analysis techniques and apply them in real life settings and supervision of docent;

presentation by students of the instrument's/technique's approach to plenary and report on own experience gained.

6. Duration

30 contact hours.

7. Readings

Dunckel, H. & Semmer, N. (1987)
Stressbezogene Arbeitsanalyse. In: K. Sonntag (Ed.) Arbeitsanalyse und Technikentwicklung. Köln: Bachem, 163-177.

Dunham, R.B. (1976)
The measurement and dimensionality of job characteristics. Journal of Applied Psychology, 61, 404-409.

Frei, F. & Ulich, E. (1981) (Eds.)
Beitrage zur psychologischen Arbeitsanalyse. Bern: Huber.

Frieling, E. (1975)
Psychologische Arbeitsanalyse. Stuttgart: Kohlhammer.

Supplementary readings from original sources on the various instruments/techniques

BW

Cell: i

1. Title

Organizational Diagnosis

2. Aims and Objectives

To familiarize students with the availability of current methods of organizational analysis.
To let students acquire experience in using important sample instruments in real life situations.

3. Entrance requirements

Diploma candidates, 4th or 5th year of university education, basic knowledge in Work and Organizational Psychology.

4. Contents

Definition of organizational diagnosis.
Synopsis of available instruments
        and their theoretical underpinnings
Analytic dimensions
        differentiation, size, complexity, centralization, participation, routinization, dispositional freedom, communication, coordination, leadership, climate, satisfaction, health, absence, fluctuation, alienation.

5. Didactics

Introductory lectures by docent. Student groups are required to pick at least one instrument each, use it in real life situations, present its approach and the experience gained to the class.

6. Duration

30 contact hours.

7. Readings

Büschgens, G. & Lütke-Bornfeld, P. (1977)
    Praktische Organisationsforschung. Reinbeck: Rowohlt.
Greif, S. (1983)
    Konzepte der Organisationspsychologie. Bern: Huber.
Greif, S., Holling, H. & Nicholson, N. (1989)
    Arbeits- und Organisationspcyhologie. München: PVU.
Grunwald, W. & Lilge, H.G. (1980)
    Partizipative Führung. Bern: Paul Haupt.
Harrison, M.I. (1987)
    Diagnosing Organisations. Newbury: Sage.
Hoyos, C. Graf, Kroeber-Riel, W., Rosenstiel, L. von &
Strümpel, B. (1980)
    Grundbegriffe der Wirtschaftspychologie. München:
    Köser.
Kieser, A. & Kubicek, H. (1983)
    Organisation. Berlin, De Gruyter.
Kubicek, H. & Welter, G. (1983)
    Messung der Organisationsstruktur. Stuttgart: Enke.
Kühlmann, T.M. & FRanke, J. (1989)
    Organisationsdiagnose. In E. Roth (Ed.), Organisations-
    psychologie (pp.631-651). Göttingen: Hogrefe.
Lawlwer, E., Nadler, D. & Camman, C. (1980)
    Organizational Assessment. New York: J. Wiley & Sons.
Price, J.L. (1972)
    Handbook of organizational measurement. Lexington,
    Ma.: Heath.
Rosenstiel, L. von (1980)
    Grundlagen der Organisationspychologie. Stuttgart: C.E.
    Poeschel.
Rosenstiel, L. von (1989)
    Innovation und Veränderung in Organisationen. In E Roth
    (Ed.), Organisationspsychologie (pp. 631-651). Göttin-
    gen: Hogrefe.
Rosenstiel, L. von (1989)
    Organisationsklima. In S. Greif, H. Holling, N. Nicholson
    (Ed.), Arbeits- und Organisationspsychologie (pp. 357-

364). München: Psychologie Verlags Union.

Seashore, S.E., Lawler, E.E., Mirvis, Ph.H. & Camman, C. (1983)

    Assessing organizational change. New York: J. Wiley & Sons.

Weinert, A. (1987)

    Lehrbuch der Organisationspsychologie. München: Psychologie Verlags Union.

Wilpert, B. & Raley, J. (1983)

    Anspruch und Wirklichkeit der Mitbestimmung. Frankfurt: Campus.

Zentrum für Umfragen, Methoden und Analysen (1983)

    ZUMA Handbuch Sozialwissenschaftlicher Skalen. Bonn: Informationszentrum Sozialwissenschaften.

BW

Cell: j

1.   Title

    Stress Management

2.   Aims and Objectives

    To improve the knowledge, abilities and skills of students about effective stress management and about coping strategies of stress.

3.   Entrance Requirements

    Introduction to W&O Psychology.
    Course on stress at work.

4.   Contents

    *   General models of work related stress and their implications for stress management.
    *   Coping with work stress. Strategies, their effectiveness and their relationships with physical and psychological strain.
    *   Self-efficacy and self competence. Job control.
    *   Social support.
    *   Self management techniques: Meditation, relaxation response, and physical fitness.
    *   Stress management at organizational level.
    *   Stress prevention.
    *   Sequential models of stress management. Phases of stress management.
    *   Overview and critical appraisal of stress management programs.
    *   Program evaluation applied to stress management programs.

5.   Didactics

Lectures with audiovisual support.
Practical training in order to develope skills related with inter-ventions for stress management.

6.   Duration

7.   Readings

Quick, J.C., Nelson, D.L. & Quick, J.D. (1990)
> Stress and challenge at the top: The paradox of the succesful executive. Wiley.

Sarason, B.R. et al. (1990)
> Social Support an interactional view. Wiley.

Sauter, S.L., Hurrell, J.J. & Cooper, C.L. (1989)
> Job control and worker Health. Wiley.

Steptoe, A. & Appels, A. (1989)
> Stress, personal control and Health. Wiley.

Cooper et al. (1990)
> Stress: causes, coping and consequences. Wiley.

Hall, R.H. (1977)
> Organizations: Structure and Process. Englewood Cliffs, N.J. Prentice Hall.

Hickson, D.J. & McMillan, C.J. (1980)
> Organization and nation: International Aston Programme. Farnborough, Saxon House/Lexington Books.

Miner, J.B. (1982)
> Theories of Organizational structure and process. Chicago de Dryden Press.

Mintzberg, H. (1979)
> The structuring of organizations. A synthesis of the research. Englewood Cliffs Prentice Hall.

Moch, M. et al. (1983)
> Conceptualizing and measuring the relational structure in organizations. In Seashore et al. (Eds.): Assesing Organizational Change, New York, Wiley.

Nystrom, P.C. & Starbuck, W. (Eds.) (1981)
> Handbook of organizational design. Oxford University Press (2 vols.)

Peiro, J.M. (1987)
> Organizational structure. In Bass, B., Drenth, P. & Weissenberg, P. (Eds.) Advances in organizational Psychology. California Beverly Hills Sage Pub.

Pugh, D.S. & Hinnings, C.R. (1976)
> Organizational Structure: Extensions and Replication. Farnborough, Saxon House/Lexington Books.

JP

Cell: k

1.   Title

      Assessment Centers

2.   Aims and Objectives

      To describe the Assessment Centers methodology.
      To give an account of the research evidence on their reliability
      and validity.
      To train students in organizing an Assessment Center.

3.   Entrance Requirements

      Curse on Assessment theory and Testing methodology.
      Basic course in Statistics

4.   Contents

      *   A history of the Assessment Centers back to the use of
             such techniques by the German Army and the British war
             Office Selection Board
      *   Description of an assessment centers development:
             identifying the purpose, the participants and the position
             through Job analysis. The psychologists' role.
      *   Use of Assessment Centers in various countries.
      *   Data on predictive and content validity; cost-benefit
             analysis; problems related to the overall assessment
             ratings. When to use Assessment Centers.
      *   Practical exercise in
             a.   developing situation tests and word sample as part
                    of an Assessment Center and
             b.   learning to rate behaviour without inferring psycho-
                    logical dimensions.

5.   Didactics

Lectures and reading on Points 1, 2, 3, and 4 above. Practical exercise on situation test building. Use of Video to comment adequate behaviour ratings.

6.   Duration

7.   Readings

Cascio, W.F. & Sibley, V. (1979)
    The utility of assessment center as a selection device. Jal op Applied Psychology, 64, 107-118.
Moses, J.L. & Byham, W.C. (1977)
    Applying the assessment center method. New York, Pergamon.
Finkle, R.B. (1976)
    Managerial assessment centers. In: M.D. Dunnette, Handbook of industrial and organizational psychology. Chicago, Rand McNally.
Klimoski, R. & Brickner, M. (1987)
    Why do assessment centers work? The puzzle of assessment centers validity. Personnel Psychology, 40, 243-260.
Sackett, P.R. (1987)
    Assessment centers and content validity: some neglected issues. Personnel Psychology, 40, 13-25.
Thornton, G. & Byham, W.C. (1982)
    Assessment centers and managerial performance. New York, Academic Press.

LL

Cells: I

1. Title

Organizational Change and Development.

2. Aims and Objectives

To provide a comprehensive understanding of the dynamics of planned (intervention) and unplanned (evolutionary) organizational change and development, their theoretical bases, analytical implications, the variety of problems encountered in organizational practice as well as techniques of handling them.

3. Entrance Requirements

Diploma candidates with basic knowledge of Work and Organizational Psychology.

4. Contents

Theories of Organizational Change
        Field theoretical notions
        Evolution theoretical concepts
        Environments and organizational systems
Approaches to Organizational Development
        Person-centred approaches
        Structure centred approaches
        Socio-technical systems approach
        The role of employee and union involvement
Classical cases
        Group decision making (Lewin)
        Overcoming resistance to change (Coch & French)
        Socio-technical change (Trist & Bamforth)
        Change in a restaurant (Whyte)
Techniques of Organizational Development
        Survey Feedback, Group Feedback and moderating goal formation for organizational development

Team building
Grid techniques
Quality Circles as OD
Action Research

5. Didactics

'Anticipatory' readings required from each student preparing for the theme of the next unit. Each new theme is introduced by a docent, followed by group discussions and practical exercises wherever appropriate.

6. Duration

30 contact hours.

7. Readings

Argyris, Ch. (1970)
    Intervention Theory and Method. Reading, Mass.: Addison Wesley.
Argyris, Ch. (1971)
    Management and Organization Development - the path from XA to YB. New York: McGraw Hill.
Argyris, Ch. (1981)
    Reasoning, Learning and Action. San Francisco: Sage
Argyris, Ch., Schön, D. (1978)
    Organizational Learning. Reading, Mass.: Addison Wesley.
Bate, P., Manyham, I. (1981)
    Exploring Participation. Chichester: Wiley.
Blake, R.R., Mouton, J.S. (1964)
    The Managerial Grid. Houston
Bowers, D.G., Hausser, D.L. (1977)
    Work group types and intervention effects in organizational development. Administrative Science Quarterly, 22, 76-94.
Coch, L., French, J.R.P. (1948)

Overcoming Resistance to Change. Human Relations, 1, 4, 512-532.

Fiedler, F.E. (1965)

Engineer the job to fit the manager. Harvard Business Review, 43, 115-122.

French, W.L. & Bell, C.H. (1983)

Organizational Development. Englewood Cliffs: Prentice Hall.

Heller, F.A. (1970)

Group Feedback Analysis as a change agent. Human Relations, 23, 4, 319-333.

Hornstein, H., Bunker, B.B., Bunker, M.G. (1971)

Some conceptual issues in Individual and Group oriented Strategies of Intervention into Organizations. Journal of Applied Behavioral Science, 7, 5, 557-567.

Hutchins, D. (1985)

Quality Circles Handbook. London, Pitman.

Lewin, K. (1963)

Gruppenentscheidungen als ein Verfahren zur Herbeiführung von Veränderungen. In K. Lewin, Feldtheorie in den Sozialwissenschaften. Bern/Stuttgart: Huber.

Leavitt, H.J. (1965)

Applied organizational change in industry: structural, technological and humanistic approach. In J. March (Ed.), Handbook of Organization. Chicago: 1144-1170.

Mirvis, P.H. & Berg, D.N. (Eds.) (1977)

Failures in organizational development. New York.

Robson, M. (1982)

Quality Circles - a practical guide. Aldershot: Gower.

Robson, M. (1982)

Quality Circles - Members' Handbook. Aldershot: Gower.

Schein, E.H. (1987)

Process consultation - lessons for management and consultants. Reading, Mass.: Addison Wesley.

Trist, E.L., Bamforth, K.W. (1951)

Some social and psychological consequences of the longwall method of coal getting. Human Relations, 4, 3-38.   BW

Cells: a-b-c-d-e-f-l

1. Title

   Organizational Aspects of New Technologies

2. Aims and Objectives

   To provide a synopsis of major historical and present trends in
   technological development and its diffusion in various domains
   of work life.
   To increase the problem awareness of students in connection
   with issues raised by introducing new (information) technologies
   in work settings.
   To familiarize with the main analytic approaches and interven-
   tion techniques offered by work and organizational psychology/-
   ergonomics.
   To equip students with basic criteria to evaluate given strategy
   options of introducing new (information) technologies in work
   settings.

3. Entrance Requirements

   Diploma candidates, 4th/5th year of university education.

4. Contents

   *   Trends in the development and spread of modern infor-
        mation technologies in different industrial settings - com-
        puter technology, office automation, design and produc-
        tion technologies, telematics.
   *   Societal context, attitudes, technological development
        policies.
   *   Impacts of new technologies on the organizational level
        and coping approaches during the various phases of
        choosing , introducing, operating and evaluation new
        technologies: systems requirement analysis, evaluation
        techniques (ex ante/ex post), introductory strategies,

48

personnel planning, reskilling, training and tutoring, socio-technical principles.

* Inputs of new technologies on individual and task level: task analysis methods, prototyping, simulation techniques, ergonomics of interface design, criteria for division of work man:man, man:machine, work place design, performance evaluation.

5. Didactics

The course follows a 'life cycle' approach of new technologies. Case studies, lectures, video films, simulation exercises and site visits.

6. Duration

30 contact hours

7. Readings

Compulsory:

Algera, J.A., Koopman, P.L., Vijlbrief, H.P.J. (1989).
   Management strategies in introducing computer-based information systems. In Applied Psychologie, 38, 1, 87-103.
Blackler, F. (1984)
   Information technologies and organizations: lessons from the 1980s and issues for the 1990s. In Journal of Occupational Psychology, 61, 113-127.
Herbst, P. (1974)
   Socio-technical design. London: Tavistock.

Recommended:

Zuboff, S. (1988). In the age of the smart machine. New York: Basic Books.

<div align="right">BW</div>

Cells: a-c-g-i

1. Title

   Theories in Work and Organizational Psychology

2. Aims and Objectives

   To provide substantive knowledge about the major theoretical approaches in W/O-Psychology as well as to familiarize students with exemplary applications in terms of methods and instruments derived from these theoretical approaches.

3. Entrance Requirements

   Diploma candidates, fourth or fifth year of university education.

4. Contents

   * Taylorism. Method: Time and Motion Studies (Gilbreth)
   * Bureaucratic Organization Theory. Method: Aston (Pugh)
   * Human Relations. Method: Job Satisfaction Questionnaire (Neuberger)
   * Role Theory. Method: Group Feedback Analysis (Heller)
   * Action Regulation Theory. Method: TBS (Hacker)
   * Socio-technical Systems Theory. Method: Dual Work Analysis (Staehle)
   * Field Theory. Method: Group Decision Making (Lewin/- Misumi)
   * Meta-theoretical Reflection: Theory in Action

5. Didactics

   Each content item comprises two standard course units (2 hours each). The first unit introduces the historical and scientific context of the given theory (lecture: 1 hour by docent) and provides ample discussion time. The subsequent course unit is

devoted to a presentation and application of the corresponding methodological approach by students in cooperation with the whole class. Thus, theoretical background is provided for each theory and direct experience in applying/using the method/-instrument is facilitated.

6. Duration

30 contact hours.

7. Readings

Greif, S. (1983)
    Konzepte der Organisationspsychologie. Bern: Huber
Supplementary readings on each theory and method/instrument from original sources.

BW

Cells: b-k-l

1.   Title

      Comparable Worth, Job Evaluation and Unbiased Wage Systems

2.   Aims and Objectives

      Teach students
      *   to understand the importance of job evaluation as a tool
           for the implementation of the comparable worth principle;
      *   to assess whether a given point system of job evaluation
           is biased;
      *   to correct job evaluation for the presence of systematic
           bias;
      *   to implement wage systems that both reflect the compa-
           rable worth principle and deviate as little as possible from
           existing wage schemes.

3.   Entrance Requirements

      Students should have followed an undergraduate course in
      statistics and possess elementary computer (personal computer
      and mainframe) literacy. They also should have a workable
      knowledge of a statistical package, preferably SPSS and know
      some basic features of operations research methods. Finally,
      students are expected to have followed an introductory course
      on work and organizational psychology which covered the
      topics of job analysis and job evaluation.

4.   Contents

      *   The notion of comparable worth.
      *   Techniques for assessing discrimination in wage systems.
      *   Sources of bias in job evaluation.
      *   Model based approach to job evaluation.
      *   Determination and implementation of bias-free wages.

* Correction for multiple types of discrimination.

5. Didactics

Ex cathedra lectures, supplemented with exercises and case studies which requires the usage of different types of software. More specifically, a Lotus 1-2-3 based PC program, a statistical package (preferably SPSS) and a code for linear programming (the latter two codes should be available on site) are used. One PC or terminal for each subgroup of 5 students. Exercises and cases are solved in small groups of up to 5 students, and they are followed by plenary discussions. A syllabus of the course is available.

6. Duration

Ex cathedra lectures on the subject matter: 8 sessions of approximately 2 hours.
Plenary discussion of cases and exercises: approximately 4 hours.
Exercises and cases in small groups: approximately 10 hours.
In total 20 classroom hours.

7. Reading

Although not compulsory, the following books and/or articles are recommended as preliminary reading:

Arvey, R. (1986)
Sex bias in job evaluation procedures. Personnel Psychology, 39, 315-335.
Elizur, D. (1987)
Systematic job evaluation and comparable worth. Aldershot, England: Gower Publishing Company (Parts I and II).
McFatter, R.M. (1987)
Use of latent variable models for detecting discrimination in salaries. Psychological Bulletin, 101, 120-125.

PC

Cells: c-f

1.   Title

    Work Groups in Organization

2.   Aims and Objectives

To train students of W&O Psychology in the specific knowledge and techniques for understanding the processes of work groups in organizations and to guide actions in order to improve their work and functioning. Training that students get about groups in the psychology curriculum frequently is given in the frame of social psychology. In this frame valuable information about groups is offered but frequently concentrate in laboratory findings about small and non-permanent groups. This course should complement the training of W&O Psychology students offering the information and skills that will allow them better understand the group processes and outcomes in real and more or less permanent groups in organizations.

The course should combine the theoretical approach that offer models for better understanding the groups in organizations and the intervention approach that concentrate in team building and development.

3.   Entrance Requirements

Basic course on Social Psychology of groups
Basic course on Organizational Psychology of Organizational Behavior

4.   Contents

*   Groups in organizations.
*   Taxonomies of groups within organizations and between organizations
*   Permanent groups in organizations. Main types and char-

acteristics.

* Temporary groups in organizations. Main types and characteristics.
* Conditions for effective Team Work.
* Team development Models.
* Team development techniques of intervention.
* Principles for designing effective teams.

5. Didactics

This course should combine the study of conceptual problems and theoretical models that in order to understand the structure, processes and outcomes of different kind of groups with different tasks and in different contexts, with the practice of different techniques and strategies of team design, team building and team development.

6. Duration

7. Readings

Hackman, R. (Ed.) (1990)
> Groups that word and those that don't. Creating conditions for Effective Teamwork. Jossey Bass Pub.

Payne, R. & Cooper, C. (Eds.) (1988)
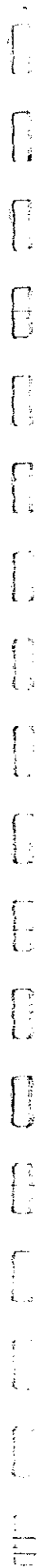> Groups at work. New York, Wiley

Pfeiffer, J.W.
> The encyclopedia of Team Activities Set. University Associates B.V.

Phillips, S. & Elledge, R.
> The Team Building source book. University Associates B.V.

JP

ENOP - MEMBER ACTIVITIES

1991/2

Column headers (member names, written vertically): Antolouis, Blackler, Coetsier, Curie, Dackler, de Cock, de Keyser, de Wolff, Dobrynski, Ferreira, Fortezo, Frese, Greif, Guest, Hacker, Hurley, Johansson, Keenan, Kujonen, Kaonova, Levy-Rhyur, Peiro, Prieto, Roe, Schuler, Semmer, Spaltro, Sprandio, Strikar, Sverko, Thierry, Timpe, Touzard, Trentini, Warr, Wilpert, Zabrodin, Gorelak, Rusinova, Drenth

MEETINGS

- SYMPOSIUM '91 attendance / reporting
- SYMPOSIUM '92 attendance / reporting
- COMPLUTENSE SUMMER SCHOOL '91 / '92
- BIELEFELD WORKSHOP '92
- SOFIA WORKSHOP '92 — preparation / participation
- Bad Homburg Workshop '91
- MOSCOW WORKSHOP '92 — preparation / participation
- Focus '92
- COCO February '91 / November '91 / January '92
- WOSY Workshop '93
- WIS Workshop '92

EXCHANGE PROGRAMS

- ERASMUS — curriculum developm. / Client network / Planned network
- TEMPUS — General applic. / network particip. / others
- COMETT
- Bilateral

RESEARCH ACTIVITIES

- Org Culture
- IDE
- MOT
- MOW
- WOSY
- Others
- Safety Nuclear Operations

SPECIAL ACTIVITIES

- ENOP Summer School '92 — permanent staff / lecturer / selection
- Directory W/O Psych.
- Library Committee
- Membership recruiting
- ENOP Newsletter
- Advisory missions EE
- EC - Liaison
- EAWOP - Liaison
- HSM - Liaison

Handwritten activity grid with checkmarks indicating member participation in each activity.

	Past	Present
Antolouils		
Blackler		
Coetsier	Work on conveyer belts/Participation/tests	WOSY Values/Teamwork+Problem solving
Currie		
Dachler		
de Cock		
de Keyser		
de Wolff	Professional aspects W/04	Org. Stress/Selection
Dobrzynski		
Ferreira		
Foster		
Frese		
Greif		
Guest		
Hacker		
Hurley	Structure + Rewards / OD	NIT / Innovation / Org. Design
Johansson		
Keenan	Engineer Careers	Graduate Recruitment / Stress Mgt / Careers
Kirjonen	Work + Health + Life Style (Longitudinal)	Higher Education / Postgrad Studies / New Forms of Group Work
Leonova		
Lévy-Leb.	Work Motivation / Social mobility	Occ. Prestige / Assessment / Future of Work / Environment
Peiró	Stress / History of Y / Voc. Guidance / WOSY	WOSY / Computer + Work / Stress + Burnout / Org Cult
Prieto		
Roe	Selection / Performance Appraisal / HCI / Org. Diagnosis	Changing Work Life / NIT / Telework / Personnel mgt
Schuler		
Semmer		
Spaltro		
Sperandio		
Stikar		
Sverko		
Thierry		
Timpe	Stress + Error / Human Reliability / Dec. Support	as before
Toutard		
Trentini		
Watr		
Wilpert	Participation / Work Values / Cross-cult. Research	Safety in High Hazard Org. / NIT
Zabrodin		
Arcelok		
Rusinova		
DROBIN	Selection / Decision making / participation	

Publication

Proposal concerning the admission of new members

ENOP/COCO/ R. R. /02.04.92

1. Recruitment

Candidates for membership can either be invited or apply.

The CoCo shall send them written information on ENOP, and ask for a curriculum vitae.

On the basis of the C.V. and references CoCo establishes whether the candidate meets the following criteria :

> a) is professor of W/O Psychology with at least a half-time appointment
>
> b) has a good reputation in his/her home country
>
> c) has a good international reputation (does not apply in case of the first person from a given country.

If these criteria are meet CoCo establishes the candidates interest in active paticipation in ENOP (criterion d.).

2) Getting acquainted

All candidates considered for admission shall be invited to attend the ENOP Symposium (or on ENOP Workshop) in order to get mutually acquainted.

3) Proposal for admission

A written proposal for admission of a candidate has to be submitted to the CoCo in order to be presented to the Business Meeting of ENOP. The proposal must be signed by two ENOP members (from different countries) and endorsed by one CoCo member. The CV shall be attached to the proposal.

4) Decision making

The decision about accepting a candidate is taken by ENOP during a Business meeting on the basis of the proposal. Candidates cannot attend this (part of the) meeting. ENOP can refrain from accepting a candidate on numeric grounds (e.g. when there are already 4 members from a given country) (i.e. criterion e.).

APPENDIX 6

Communications with CoCo members:

	Telephone	Fax
Miklos Antalovits	36 1 181 2567	36 1 181 2567
John Hurley	353 1 7045 224	35 31 7045 222
Gunn Johansen	46 8 16 39 00	46 8 15 93 42
Claude Levy-Leboyer	33 1 40 51 98 12 33 1 45 00 02 36	33 1 40 51 70 85
Jose-Maria Peiro	34 6 386 44 20 (6225)	34 6 386 4470
Branimir Sverko	38 41 513 155	38 41 513 834
Bernhard Wilpert	49 30 31 42 29 15	49 30 31 42 52 74