ENOP

EUROPEAN NETWORK OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

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Editorial Responsibility:
John Hurley

Secretariat:
Anne Rocha Perazzo
Maison des Science de L'Homme
54 Boulevard Raspail
75270 Paris Cedex 06

Tel: (1)   49 54 22 48
Fax: (1)   45 4 83 53

ENOP NEWSLETTER NO. 25
May 1993

Contents:

1.   A Report of Symposium 1993.

"The Curriculum Development Model for the Teaching of Work and Organisational Psychology". Thursday 25th February.

4.30 p.m. Introduction

Rob Roe introduced the subject of the conference this year by giving a general overview of the aims of the Curriculum Reference Model. He listed these as:

1.   To serve as a conceptual tool in curriculum redesign; and
2.   To achieve a convergence of curricula throughout the European courses in the interests of European harmonisation.

He used the figure given on page 6 of the original reference model in Newsletter 23 to illustrate the structure of the programme and how it related to some of the detailed course descriptions given later.

5.00 - 6.00 p.m. Regional Reactions

During this period regional reactions were given to the Curriculum Reference Model, Claude Levy-Leboyer was in the chair.

Jose-Maria Prieto regards it as a useful model and it has been important in generating a common framework for discussion, however, in his view certain aspects were absent including for example attitude differences between practitioners and professors with practitioners very often interested in human resource management rather than psychological concepts, also the job profiles for work and organisational psychologists relate frequently to the more specific aspects of the courses such as selection and assessment rather than to the more conceptual aspects. Though we continue to emphasis research as one of the main aspects of work and organisational psychology yet practitioners tell us that evaluation is actually the main tool in use, in his view behavioural science was moving towards behavioural technology.

Anna Leonova made the point that in her country, Russia, there was often two very distinct department that of work and engineering psychology and that of organisational psychology, she felt that the model needed to reflect the Russian emphasise on engineering psychology in relation to the development of the new technologies. She also felt that more information was needed on practitioners and their skill training and she felt also that training and development should be included and also ethics and legal aspects of practice.

It was felt that a common text book was an important tool in harmonising the teaching of organisational psychology throughout Europe which will incorporate core texts and main articles which we have most use on the course, she felt that there might be a possibility to publish this in Russia. Juhani Kirjonen drew a picture of his view of the relationship between theoretical and metalogical aspects of teaching organisational

psychology as mediated by the curriculum design.

Belgian reactions to the Reference Model

Pol Coetsier said that being a member of the work group around the reference Model, it is difficult to criticize it. We got the occasion to try it out twice. the first time they used the model in the context of an interuniversity program for a post graduate in HRM. The experience was that :

1.   They were less interested in research projects.

2.   They used the terms work, work station and workshop instead of the one simple word "work".

3.   They preferred to have a fourth level of aggregation: work, personnel, organization and community. On the community level they like to treat: labour market, women problems, foreign workers, etc.

4.   As educational objectives they used: theory, diagnostics, intervention skills.

The second time they used the Reference Model in the Ghent University for the new curriculum of the graduate cycle in Work and Organizational Psychology.

1.   As content areas they used: Ergonomics (instead of "work"), personnel management, organizational psychology and added consumer psychology.

2.   The rest of the model was accepted with only the little change, that the old terminology for the educational objectives is now expressed into the simple figures I, II, III.

Old Terminology	Ref. Model Terminology	New Names
Theory	Knowledge of theories explanatory	Part I
Problems	Knowledge of theory technological	Part II
Fundamental Problems	Diagnostic skills (explanatory)	Part III
Practica	Intervention skills (technological)	Practica
Stage	Professional competence (stage)	Stage
Thesis	Research competencies (research project)	Thesis

3.   They added narrow scope items such as:

Special techniques concerning personnel psychology
Work socialization
Work study
Training techniques, learning psychology
Psychodiagnostics

and some idiosyncrasies: consulting, deontological problems, documentation and laws concerning the profession.

4. Critics were formulated concerning the place of consumer psychology, health psychology, economic psychology. They should at least have been mentioned.

5. Louvain has more or less the same approach. The big difference is that they don't have W & O courses on the undergraduate level as in Ghent.

    According to Pol Coetsier a number of important areas are missing including economic psychology, unemployment, work socialisation and training.

    According to Pieter Drenth the model omitted a reference to the wider environment, to the labour market, to the ecology and consumer markets.

Friday 26th,
9.00 - 10.30 am

Identification of Key Issues
Chairperson Bernhard Wilpert

Bernhard Wilpert introduced this discussion and said that it was necessary to discuss this model in the context of psychology within BSS. A basis in psychology alone was not sufficient in his view and an important aspect of the teaching of organisational psychology is its relation to psychology itself. It takes at least six months to change people from their orientation ecology to an orientation in organisational psychology and work experience is needed as part of the courses. He also noted a number of aspects missing from the model including ergonomics, consumer psychology, economics, participation, health, attitude to change and process consulting.

At the end of this introduction we moved to define the tasks for the autonomous work groups, it was agreed that we should attempt to relate the model to its context, that we should look at the content of the model, that we should look at the didactics and at other professional relationships.

The work group on PROFESSIONAL COMPETENCE chaired by Pol Coetsier was to approach this point of view of asking the following questions

1. What is the professional field?

2. What are the demands of it?

3. How does it relate to other professions.

The work group on DIDACTICS chaired by David Guest approached it from the point of view of

1. Interdisciplinarity

2.   That it might be used for further didactic development

3.   In relation to examinations

4.   In relation to text books

The work group on USE AND APPLICATIONS chaired by Norbet Semmer approached it from the point of view of the local and cultural contexts

1.   How the model would be used in each local context

2.   Its relations to the national cultural traditions

The work group on DEVELOPMENT chaired by Henk Thierry approached it from the point of view of its core and its optional content

1.   What is the core of organisational psychology

2.   What is its minimum content

3.   How much further development does the curriculum need

4.   What precisely is its content

2.30 pm - Feedback from Work Groups

1.   Professional Competence

The Chairperson of this work group Pol Coetsier gave the results of their findings. In this group's view the professional area of organisational psychology was not at all clear, however it is clear that we do not have an exclusive command of a given area. We believe that by doing things better we will best establish our own competence.

A combination of the three main directions should be taught but it is considered to be valid to have specific specialisations in courses.

The draft text in the curriculum model in work psychology is considered by this group to be too narrow pages 3 and 4 are not exhaustive and should be more generalised.

It should be acknowledged that we can never cover all fields in any curriculum but standards should be developed and perhaps good core texts should be specified.

2.   Core and Content

The second group to report was on Development and that report was given by Henk Thierry. In the view of this group the minimum requirements were in basic psychology from an undergraduate perspective are

1. Methodology including design and data collection

2. Diagnostics

3. Data analysis

4. Certain selected domains including development, developmental psychology, social psychology, personality psychology, general psychology, W and O psychology and clinical psychology.

The basic minimum requirement in work and organisational psychology would be

1. An overview of the field

2. Organisational theory, personnel psychology, work psychology

3. Diagnostics in work and organisational psychology

4. Supervised research

5. Intervention methods

The minimum requirement for a graduate in work and organisational psychology are

1. Practical experience of organisations

2. A dissertation outlining organisational research

3. The completion of an advanced workshop

4. Advanced data analysis

3. Didactics

The next work group to report was that on Didactics chaired by David Guest, he reported that their conclusions were

Methods in Use

The group discovered that a wide range of methods were in use and agreed that a wide range of methods should be used to teach W/O psychology. The specific approaches adopted seemed to depend, inter alia, on learning objectives, the experience of students and the resources available. The principle of attempting to confront students with applied reality was accepted, if not always achieved (eg. in Croatia and Hungary). A variety of methods of using and involving students were identified.

Recommendations

1.   The ENOP Framework should be developed to incorporate another dimension, the range of didactics (again providing a rationale and choice). A taxonomy of methods would be useful. Dimensions in any taxonomy might include active - passive, a proximity to reality dimension, and a content dimension (theory - skills focus).

2.   There is a shortage of teaching materials in East Europe and problems of access to work settings. An exchange of teaching instruments and cases is suggested. Professor Sverko has volunteered to collect and report back on such materials.

3.   The reluctance of some students to learn theory is a problem in some countries. The group recommended the use of cases to draw out the varying perspectives and to create an awareness among students of their shortcomings in knowledge, skills and especially conceptual frameworks. It was also recommended that methods be used which emphasise the distinctive disciplinary perspective of W/O psychology. These would highlight distinctive

-     ways of looking at and diagnosing situations

-     ways of understanding and interpreting situations

-     ways of intervening/changing situations

-     ways of evaluating changed situations.

This can only be done through an interactive multi-method approach to teaching.

4.   There are a number of innovative approaches to the teaching of W/O psychology. Birkbeck is using computer conferencing as the basis of a distanced learning methods.

Assessment of Students

Again it was found in the group that a range of methods was used. One important dimension was whether the assessment was fixed or cumulative.

Under the latter, students could choose to add further work and improve their mark. Methods of assessment partly reflect national cultural traditions. For example oral assessment is compulsory in Croatia and a proportion of unseen examinations have been required by the University of London.

It was felt useful to distinguish between assessment of knowledge, theory and understanding of application and assessment for professional competence. At Birkbeck College in the UK, a Workbook, with defined areas of expertise is used to demonstrate professional competence. It is expected to demonstrate ability to perform to a professionally competent level and much of it will be completed after the university degree programme. It is a requirement for those who wish to proceed to proceed to professional chartered status.

Recommendations for Assessment

1.   The framework should be extended to reflect appropriate forms of assessment.

2.   A taxonomy of assessment methods in use be provided.

3.   Guidance is provided on methods of formative assessment. It is felt that skills in providing feedback to students to enable them to learn and to improve their performance is still lacking in some countries. This guidance should focus on written comments on essays, feedback on classroom performance and applied work and oral feedback at all times.

4.   Use and Applications

    1.   Describe own curriculum in terms of model.

        -    makes transparent what everybody is doing

        -    stimulates curriculum reform

        -    clarifies deficits in resources

    2.   Local/regional/country specialties

        -    Colleagues might resent not to find their specialty in model

        -    Develop "local version" e.g. Work 4 - Work 4 and Ergonomics

        -    Provide additional Open Category for local specialties for local specialties

    e.g. Consumer

        -    Should resemble general model as close as possible

        -    Serve as basis for revised general model.

    3.   Basic Unit for Comparison

        -    Best Unit: TIME

        -    How much time is needed to fulfil requirements

        -    Basis: Average Student
           (re abilities, study habits, background knowledge etc.)

        -    Example: Netherlands

        1 Credit = 1 week's work

5. Local and Cultural Context

    1. Uses of the Curriculum Reference Model

- To enable us to describe our courses in terms of the model

- To make transparent what we do

- To stimulate curriculum reform

- To clarify deficits

    2. How to deal with local/national specialities

Colleagues may resent or resist the model if their speciality is not there as part of it.

- People should be encouraged to develop local versions of the model in work psychology and in ergonomics for example.

- There should be an additional open category provided.

- The local model should resemble the general model as closely as possible.

- It should reserve as the basis for the revision of the model.

    3. The basic unit for comparison

The best unit we think is time

- How much time is needed to fulfil each requirement

- This should be based on an average student

- Example from the Netherlands, one credit is equal to one week's work.

16.30 - 18.00

Summary of Progress on Acceptance Adoption of the Model

Rob Roe outlined his suggestions for a future approach to the model

1. There should be further preparation including further dissemination and discussion in Alicante.

2. The model should be elaborated, it should develop along the lines suggested, it should

be improved in presentation, it should have a summary of actual courses and it should be used to validate and optimise course.

3. The Didactics should be elaborated

    -   Survey methods including innovation should be in

    -   A taxonomy should be developed

    -   Recommendations should be formulated

4. Teaching Aids should be devised including

5. It should be published in the form of a brochure and references made to the following:

    -   Wiegersma text in 1990

    -   the Reference Model

    -   Didactic methods

This was agreed.

Saturday 26th February 1993 - 9.30 am

Business Meeting 1993

1.   Minutes of the last meeting were accepted as an accurate record

2.   Bernhard Wilpert's thirteen year draft report was accepted as a report from the co-ordinating committee.

3.   Workshops

Bernhard Wilpert reported that the Bad Homburg conference might re-focus its attention towards Health and Safety in nuclear power plants. Rob Roe announced that he and Stikar were organising a workshop on the methodology of simulation in work and organisational psychology which would be a chapter for a book which would take place in Smilovitse April 13-16 1994. Miklos Antalovits announced that the Lake Balaton Conference on Work and Organisational Psychology Practice in Changing Societies would take place in September 1994. Jose-Maria Prieto announced that the Summer school in Almeria would take place in 1994.

4.   Ongoing Research

It was felt that the poster session was extremely useful, it was clear for example that a number of colleagues work in the nuclear power plants and that many projects derive from ENOP and from the MOT projects and MOW projects. A network of the European Science foundation EMOT European Market and Organisations in Transformation studies transience and effects on organisations. Perhaps there should be a focus in the newsletter on ongoing research.

5.   Publications

It was agreed that this report should include a list of recent publications of all members. John Hurley proposed that in line with a system he saw developed by the Academy of Management Journal which we in ENOP should develop our own roster of available appointments and positions whether part-time or full-time or short-term or long-term, this proposal was agreed to and John Hurley agreed to produce forms to be included in this newsletter for the development of a roster.

6.   Membership

    1.   The proposal that Marin Ignatov should be a member was accepted provided the absence of a professorship title was not a precedent for the future.

    2.   The membership of Claude Louche is to go to the next Co-Co meeting as would that of both memberships for Gunnilla Westlander and Veikko Teikari. It was announced that there was no success in Greece or Turkey.

The question was raised as to why we did not have attendance from Poland,

Bulgaria, Romania, Czechoslovakia in spite of the fact that the expenses of this trip would be paid for. It was pointed out that communications in Eastern Europe are not very good still and that a long time scale for agreement and permission to attend courses and to get valid travel documents was necessary.

It was felt that our Italian Colleagues should be asked to suggest new members from Italy.

7.   East-West Co-operation

Nothing further was suggested.

8.   The Library Committee

Gunn Johansson presented her report and details of the libraries suggested, the Library Committee is writing to members. A discussion followed on how to raise the money to buy these books, two approaches were discussed

1.   Each participant should try to get one set of books funded within their own country and

2.   One person should try to get all the money.

It was agreed that the Library Committee should continue to try internationally and that letters should go to each member, for 65 books the full set would cost 30,000 francs and the suggested 15 libraries in Eastern Europe would cost therefore 450,000 francs. Additionally it was suggested that attempts would be made to get a CD of five years of current contents which would be sent to each of European libraries.

Anna Leonova requested copies of review articles for a book of readings to be published in Russia.

A more general project was suggested that was to go to the EEC BHARE Group to expand the library stock in all areas and to give structural support for information systems generally.

9.   Conferences

Jose-Maria Peiro reminded people of the Alicante Conference,

Juhani Kirjonen reminded people of the Tampere Conference,

Prieto reminded people of the Madrid Conference, and

Rob Roe reminded people of the Sofia Conference.

10. Symposium 1994

As a number of ideas were put forward for this Symposium, they were as follows:

- A joint comparative project
- Pick a specific project and focus on it
- Safety and Health at work
- Non industrial work including self employment
- Women workers
- Voluntary work
- Work in Public Services
- Total work load
- Competent and competitive human resources
- Migration
- Future of work
- Vulnerable workers
- Service organisations
- Privatisation of the public sector
- Changes in working hours
- Work in transition
- Changing rewards for work

Semmer agreed to prepare a proposal on the topic of "Vulnerable Workers" for the 1994 symposium.

The date of the Symposium was fixed for the 10th, 11th and 12th March 1994.

XIIIth Annual ENOP Symposium, Paris, 25-27 February 1993

List of Participants

Professor Miklos Anatalovits
Professor Pol Coetsier
Professor Charles de Wolff
Professor Pieter Drenth
Professor David Guest
Professor John Hurley
Professor Gunn Johansson
Professor Anthony Keenan
Professor Juhani Kirjonen
Professor Anna Leonova
Professor Claude Levy-Leboyer
Professor Claude Louche
Professor Jose M Peiro
Professor Jose M Prieto
Professor Robert Roe
Professor Norbert Semmer
Professor Branimir Sverko
Professor Henk Thierry
Professor Peter Timpe
Professor Bernhard Wilpert
Professor Yuri Zabrodin
Professor Veikko Teikari
Professor Gunnela Westlander

ENOP MEMBERS RESEARCH PROJECTS

(Editors Note: All present agreed to send me the details of their research. However, in order not to delay publication of this newsletter, only those projects received by 30 April are included here)

MIKLOS ANTALOVITS, Ph.D
Head of Department of Ergonomics and Psychology,
Technical University of Budapest, Hungary

MAIN PROFESSIONAL INTEREST & EXPERIENCES

- Research on psychological aspects of human-computer systems.
- Research on psychological and social impacts of new technology on work.
- Analysis of stress reaction in computerised work.
- Development of computer based methods for selection and training of process control operators.
- Impact of work environment on work performance.

INTERNATIONAL RESEARCH COOPERATION

- Ergonomic design of human-computer interfaces (TU Delft-Tilburg University-TU Budapest)
- Safety and human reliability in high complexity socio-technical systems (TU Berlin-TU Budapest)

OTHER RESEARCH PROJECTS

a) "Psychological and Ergonomic Factors Influencing Operation Reliability of NPPs. Further Development of Training Simulator Methodology" Order from: Nuclear Power Plant Paks (1990-1992; 1993-94).

b) "Ergonomic and Work Psychological analysis of Repair Service Bureau at Hungarian Telecommunication Company, identifying operation problems and working out rationalization proposals." Order from: Hungarian Telecommunication Company (1991-1993; 1993-1995 in progress).

c) Support from the National Scientific Research Fund for project "Working out examination and evaluation methodology for combined climatic effects on man performing mental work in closed space" (Registration Number: 1765 OTKA-5-BME, 1991-1994).

RECENT PERSONAL RESEARCH ACTIVITIES

METHODOLOGICAL IMPROVEMENT OF A NPP FULL-SCOPE TRAINING SIMULATOR-IMPROVEMENT OF THE TRAINING ENVIRONMENT BY:

- didactically based scenarios
- introducing a video-recording system for feedback to operators
- providing special training for instructors

- SETTING UP A METHOD FOR ASSESSMENT OF BOTH INDIVIDUAL AND CREW PERFORMANCE
  (special emphasis on interactions, group dynamics etc.)

PSYCHOLOGICAL & ERGONOMIC ANALYSIS OF THE COMPUTERISED ERROR-HANDLING SYSTEM   (LCR 2000) AT THE HUNGARIAN TELECOM

- IMPROVEMENT THE QUALITY OF SERVICE BY:

  - providing special training courses for operators
  - introducing the client-oriented managerial approach

- DECREASING THE OPERATORS' WORK LOAD BY:

  - improvement the special (PC+ phones), user interface
  - setting up a new work system (Based on small groups)

QUESTIONNAIRE/INTERVIEW BASED SURVEYS ON:

- INTRODUCTION PROCESS OF 'NIT' IN HUNGARY
- IMPACTS OF 'NIT' ON WORK SETTING, ORGANIZATION, WORKING CONDITIONS IN HUNGARY
- ERGONOMIC QUALITY OF VDU WORK PLACES (CROSS-CULTURAL STUDY)

DEVELOPMENT/IMPROVEMENT OF METHODS FOR:

- SELECTION AND TRAINING OF PROCESS OPERATORS

    - (a computerised method based on 'trainability' concept)

- ERGONOMIC EVALUATION OF USER INTERFACE

    (a laboratory setting including computer-log, keystroke registration, video play-back and various psych. measurements)

- ANALYSING WORK-STRAIN AT VDU WORKPLACES

    (a special combination of computer aided CFF/RT measurement, subjective ratings and cortisol-level measurement)

- ACTIVITY ANALYSIS IN NPP PRODUCTION UNIT

POL COETSIER's Unit of the Gent University Department of
WORK AND ORGANISATIONAL PSYCHOLOGY

The activities of our unit are oriented to 6 mean points of interest:

I   Work Attitudes
   1.   Wosy Work Socialization of Youth
        Two target groups: Naive users of informatics in clerical work and
        metal workers. International Comparative: Belg, GB, France,
        Netherl, Israel, Portugal, Italy, Spain
        Longitudinal T1, T2, T3
        (Claes)

   2.   MOW replication: Meaning of work
        International and replication, concerning own earlier research.
        (Claes)

II   Consequences of New Technologies
   3.   ATRI Arbeiders met Tewerkstellings Risico's. Who are, in a
        declining industry, the employed blue collar workers that have the
        improved risk to become unemployed. (In secondary order which are
        the jobs that first will go out of the organisation?)
        Metal sector Flanders, contract research.
        (Van Lerberge)

III   Stress related research
   4.   Stress by nurses in hospitals. Situational and personal factors.
        Inter organisation Flanders.
        (Vlerick)
   5.   Career development and adult life cycle transitions. Antecedents
        and consequences of (mid)career transitions. Inter organisation
        Flanders.
        (Buyens)
   6.   Work stress, absenteeism and coronary heart diseases.
        National Multidisciplinary with medical department.
        (De Corte)

IV   Methodological problems
   7.   Job evaluation and wage setting.
        Development of a framework and a method to determine wage schemes
        that (a) are free of sex-related bias, and (b) reflect internal
        equity, external competitiveness and internal continuity.
        Theoretical and methodological.
        (De Corte)

   8.   Utility analysis
        Adapting the Brogden-Cronback-Gleser utility model to deal with
        problem of mis-selection, and expanding this adaptation to the

two-stage selection situation. Theoretical and methodological.
(De Corte)

V   Management oriented problems
9.   Client oriented behaviour in the organisation related to
centralisation and management believes. Inter organisation
Flanders. (Vanderheyden)

PROF. DR P J D DRENTH
Vrije Universiteit, Amsterdam
Dept. Work and Organizational Psychology

In addition to projects in which I have been involved and which are in the
final or even follow up stage, such as Industrial Democracy in Europe, Meaning
of Working, Decisions in Organizations.
I list a number of new projects, which were started recently in my institute
and in which I am personally involved.
1. With: P.L. Koopman (V.U.), Wang Zhong-Ming (Hangzhou University,
China), F.A. Heller (Tavistock Institute, London)
Title: HR Management and Decision Making in Chinese Enterprises (HRDC)
Sample: 200 companies: 100 joint ventures
100 state/collective owned

2. With: P.L. Koopman, S. van Duin (V.U.), F.A. Heller (Tavistock
Institute), P. Abell, S. Hill, (L.S.E.)
Hungary: Institute of Labour Research: Hethy, Ternovsky)
Research Institute for Social Studies (Galgoczi, Gidai)
Budapest University of Economics (Mako, Balaton)

Project: Microeconomic study of Decision Making to a market economy.
Fundings: ACE (action for cooperation in field of economics) E.C.
Objective: Examination of micro economic intra-organizational managerial
decision making processes of Hung./Csech/Slovek industries in response
to privatization and economic competition.

3. With: P.L. Koopman (V.U.)
Title: Inspirational leadership
Research of Bass on "Transformational leadership" and House on
"Charismatic leadership". Shows promising but inconsistent results.
In our study: The effect of a number of moderator variables are to be
tested.
Hypothesis: Inspir. Leadership is more effective in collective, complex
tasks, unpredictable external requirements, situations of high
uncertainty or crises.

4. With: A.J. Cozijnsen, K. Sijtsma & E.E. Metselaar (V.U.)
Title: Diagnosis of innovative potential in organizations.
Objective: To develop reliable and valid instruments for the measurement

of innovative potential in organizations in order to be able to predict successful complex innovations (both adaption and implementation).
Dimensions: - speed of innovations, motivation to innovate, capacity to chance, general innovation policy, capacity for monitoring the change process.
Level of analysis: Departments in national police corps.

5. With: J.A. Feij, W. Dijkstra, J. Giervelt, J. v.d. Zouwen (V.U.)
Social Integration.
Objective: Analysis of social integration of youngsters 18-30 years in society and work. 3 sub questions: 1). How transition from school to work 2). How network of relations (partner, friends, parents)
3). Which effects on well being.
Longitudinal design: 3 cohorts of 600, measured 1987 and 1991.

DAVID GUEST
Department of Occupational Psychology
Birkbeck College

RESEARCH INTERESTS 1993

1. Evaluation of Culture Change Programmes to Improve Organizational
   Commitment, Employee Involvement and Quality

   This is a series of projects in British Rail, using longitudinal studies
   with control groups. The method consists of collecting attitude and
   performance data before various types of intervention, monitoring the
   intervention and repeating the data collection process. Particular
   attention is focussed on attempts to increase employee involvement and
   organizational commitment as a general test of the under-researched topic
   of how to change commitment and of the feasibility of the attitude change
   route to behaviour change.

2. The Nature and Causes of Effective Personnel/Human Resource Management

   This project aims to develop and validate measures of personnel/HRM
   effectiveness and test theories about the causes of variations in
   personnel/HRM effectiveness. The main sample is all the "provider"
   hospitals/districts in the UK National Health Service (excluding
   Scotland). Data collection consists of questionnaires to deputy chief
   executives and HRM directors in all 600 units together with performance
   data for a sub-set. Related studies are looking at the role of HRM teams
   in relevant change programmes and at the development of decision rules for
   determining the allocation of HRM responsibilities.

3. Safety Culture and Accidents

   The aim of this project is to identify the dimensions of safety culture
   among track maintenance workers on British Rail and to explore links
   between safety culture and accidents among staff. Part of the aim is to
   determine whether it is sensible to think in terms of the concept of
   safety culture. Related to this is a concern that standard explanations
   of accidents among staff account for little of the variance. Methods
   being adopted include in-depth interviews and use of critical incidents
   and repertory grid among staff in sections with the best and worst
   accident records.

4. Human Resource Management in Greenfield Sites
   The research aims to identify the distinctive policy and practice in new
   establishments in the UK, to explore how far innovative policy and
   practice can be sustained over time, once the sense of novelty has worn

off, and to identify any differences between UK, American, Japanese and European-owned establishments. The research has three parts; first a re-analysis of the recent 2000 establishment Workplace Industrial Relations Survey, second a postal survey of about 1000 new establishments and thirdly about 20 more detailed case studies.

For further information on these and other research work contact David Guest at Department of Occupational Psychology, Birkbeck College, Malet Street, London WC1E 7HX (tel. 071 631 6396; fax 071 631 6392)

JOHN HURLEY

THEME 1:

UTILISATION OF NEW TECHNOLOGY IN ORGANISATIONS:
A PROPOSED MODEL

This research project is aimed at explaining the diferential use of new technology in organaisations.
This model is based in the psychology of work and
organisation. The New Technologies are defined to include both
Information Technologies, and Advanced Manufacturing Technology. The model proposes that the actual use of new technology in organisations depends on the degree to which the technology is accepted by those affected by it. This acceptance in turn is attributed to involvement of those affected by the technology in its design, and in the identification of the need for it.
The relationship between New Technology and job and organisation redesign described. The proposed model is intended to explain the extent of probable acceptance and actual use by employees, of technological innovation. The proposed model could form the basis for research into the introduction of the New Technologies and into its under utlisation in many cases.

THEME 2:
THE ORGANISATION OF CREATIVE SCIENCE RESEARCH
This project is a research project to examine the organisational correlates of creativity in Science. This is a neglected area in relation to science, much previous research having concentrated on the characteristics of creative individuals. The psychological study of creativity owes much to Guilford (1), who in the 1960s commenced useful research in this area. This has been continued recently, by Albert and Runco,(2) Milgram (3) Altshuller (4) and many others.
Philosophical contributions have been made also notably by Kuhn,(4) Popper(5) and Feyerabend. (6)
More recently, organisational considerations have been explored by Amabile,(7) and by Pelz.(8) (See select Bibliography)

Objectives
This research explores the social and psychological situation in which creative break-throughs occur in science. The project proposes to establish if organisational influences are significant in affecting the creative output of those working in the physical sciences. It will also explore the nature of any influences that may exist, and may provide either a research model for more extensive exploration, or a heuristic.

Methodology
Nobel Laureates were chosen as an exemplary case of creativity, and all 160 Nobel Laureates in the physical sciences were invited to participate in an indepth interview, and follow-up questionnaire. The interviews and questionnaires explore such organisational issues as: Selection of Doctoral candidates; their training and development; group dynamics; supervision; and organisational structure. A total of 16 accepted to take part in the research, of whom seven are in the USA. The nine europeans have already been interviewed.
In choosing Nobel Laureates as exemplars, one is relying very heavily on the judgement of one committee however prestigious. However any criterion of creativity in science, is subject to argument and this one was chosen because, though there is disagreement on those people who have been omitted for Nobel prizes, there is significant support within the scientific community for the validity of those chosen.

The project first reviews the previous literature, to establish what is already known about the circumstances (most especially the organisational environment) which best facilitates scientific creativity. Then the in-depth interviews are carried out, and after that a content analysis of the interviews is completed on the interview transcripts. A questionnaire is completed and the results collated. Finally the content analysis is related to the literature reviews and summarised in detail.

Significance

The project could identify those organisational situations which favour creative work and those which hinder it. It could therefore, have considerable importance in relation to future scientific discovery.

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JUHANI KIRJONEN
University of Jyvaskyla

1. Participation to further Education as a Touchstone of Fitting Learning
   Challenges and Personal Resources (Abstract)

This paper deals with one part of a research project called "Research -
Education - Development". Its aim was to investigate the role a
theoretically-based knowledge may play in the organizational practices of
public administration. The term "knowledge", as used here, refers to the
empirically-determined findings of psychological, social and educational
research.

In this study we monitored experts in human resources development (HRD)
employed in public administration. Most of them had more than 15 years'
working experience. Their jobs involve dealing with various tasks, such
as training and education, job design, selection and recruitment, renewing
service production, etc.

They participated in an interdisciplinary further and higher education
programme at university level for about a year and a half (from March 1991
to September 1992) on a part time basis. We called this programme ARENA
(an associative research and education network approach), because its
purpose was to offer a communicative and learning forum for participants
of four kinds: experts from practical fields, academical tutors,
researchers, and academical planners. ARENA, as the focus of the study,
is both the object and the methodological approach (see Lewin 1946;
Gustavsen 1990).

To this end our aim was to investigate how participants articulated their
standpoint to the ARENA - programme, and to see how they mobilized their
personal and situational resources to meet the programme's challenges,
from the beginning of the programme onwards. Additionally we try to
answer questions concerning their current jobs: what kind of opportunities
for learning there were, and how much autonomy or self control they, as
job holders, perceived. Our theoretical ideas are partly based on
Csikszentmihalyi's flow-theory (1988), which states that emotional (and
motivational) climate of any activity is closely mediated by the
experiences a person has about the relationship between the challenges and
skills relevant to this activity.

We collected data by means of interviews, questionnaires, group
discussions, and written documents. Participants comprise 28 experts from
public administration, 8 tutors, 4 researchers, and 4 technical persons.

There were no restrictions as to the discipline studied previously, and this resulted in a considerable variety of basic expertize among participants (from lawyers to nurses, from psychologists to engineers, from sociologists to educators). We are continuing analysis of the data material, and some of the results, and conclusions, will be available in 1993.

2. The Experiencing of Everyday Activity by Finnish and Estonian Students; Part 1 (abstract)
    (with Toivo Kitvel, Pedagogical University of Tallinn)

When a young person begins his or her studies in a university, he or she has to make substantial changes in the routines of everyday life. Social relationships, time budgets and the contents of daily routines will be reorganized according to the situation and new living conditions. Finding oneself a new identity is an enterprise which is likely to involve a certain amount of role transformation. Establishing an identity is partly a question of choices between various activities available; "preferences". They are manifested in actual behaviour: what to read, which tv-programs to watch, what interests to pursue, and what to study.

Our aim is to applly the theory of flow (Csikszentmihalyi 1988) and describe preferred activities of first year students, and also to compare the findings as between the two countries and gender groups. The theory of flow states e.g. that in many cases the most powerful motive for continuing an activity is the activity itself (cf. intrinsic motivation).

We have made a preliminary inquiry among students of the University of Jyvaskyla and the University of Tallinn. In this part of the study we will present our results with respect to students from the faculties of sport and health sciences (Jyvaskyla: 28 females and 22 males, Tallinn: 12 females and 28 males). The data was collected by means of questionnaires. There were three questions about orientation for preferred activity, and challenge/skills - mapping of various activity groups (e.g. studying, working, doing a favourite activity, socialising, etc.). Results showed that study-activities were experienced as more challenging in Jyvaskyla than in Tallinn regardless of gender group. There were also some systematic differences between the countries concerning experienced concentration and efficiency. Finnish female students had more experiences of concentration, but Estonian females more experience of efficiency. When contents of the activities were compared they were mostly 'productive' in Tallinn and mostly 'consumptive' in Jyvaskyla. Among males both experiences were more prevalent in Jyvaskyla than in Tallinn. However, males' activities were more often 'productive' in Jyvaskyla than in Tallinn.

Flow-experiences when studying or doing a favourite activity were clearly

more predominant among females in Jyvaskyla and somewhat more predominant among males in Jyvaskyla than in the respective groups in Tallinn.

Additionally, females in Tallinn showed almost the same grade of experienced boredom than flow associated with studying or doing a favourite activity. The results are interpreted and discussed.

3. Changeover towards small Group Production in a Clothing Company and its Impacts on Employees' well being, Motivation and Participation (abstract) (with Aino Palmroth, University of Jyvaskyla)

Ageing and health problems are adding to the difficulties of managing the clothing industry at a time when attempts are being made to reduce the rigidity of the manufacturing process. Young people are not interested in a trade largely organized around conventional assembly lines with their well-known drawbacks. In addition, changes in market conditions are inspiring an interest in restructuring of the manufacturing process. One approach is to change over from assembly line to small group production, which may offer more flexibility in the new market situation. There may also be more opportunities to employees to make their own decisions about division of labour, methods and use of time, and ways of controlling quality. However, many problems remain in respect of the whole restructuring process due to large variations in age, work experience, attitudes, and education among current employees. This study began with mapping employees' evaluations of their jobs, working environment, organizational resturcturing process, and some aspects of motivation and health with special reference to age and work experience. This information will be fed back to the personnel with the object of helping them to see the whole situation throughly. The study aims to follow up in particular employees doing assembly work in order to observe how they cope with the pressures of organizational change. At the same time the study will assist the company to establish a project for developing production in small groups. To this end we will arrange a work conference and invite representatives of three other companies to participate and to exchange their experiences of organizational change. In addition, to support the employees own activity and to augment their physical and psychic resources, a program for self-managing work-related problems (ergonomic hazards, stress, etc.) has been initiated. The data is being collected by means of questionnaires, theme interviews and observations. The number of employees in the company under study is about 250, and about 35% of them are doing assembly work. The study started in June 1991.

Unfortunately we had to finnish the original study last year because the plant collapsed in March 1992. However, we are continuing it by following up those sewing workers, who have been unemployed from September 1992.

TONY KEENAN
RESEARCH ACTIVITIES

A STUDIES OF PROFESSIONAL ENGINEERS

1. Five year Longitudinal study of graduate engineers (1980-85)

Topics covered included:

- education and training
- career choice and orientation
- acute and chronic stress
- turnover

2. Cross sectional study of 'Management enhanced' engineers (1984-86)

Topics covered included:

- education
- career choice and orientation
- job performance

3. Follow-up investigation of respondents from studies 1 and 2 above
    (1992-94)

- The main objective is to investigate determinants of
  career success and career direction

Variables studied include:

- education and training
- early work experiences
- career orientation

B RECRUITMENT AND SELECTION OF GRADUATES

Studies have been carried out on:

- selection interviewing
- the influence of 1992 on recruitment practices
- validity of assessment centres
- use of critical incident method to develop improved pre-selection techniques

CLAUDE LEVY-LEBOYER
Directeur
Laboratoire de Psychologie de l'environement
Universite Rene Descartes - Paris V

Research Topics

I   I/O Psychology

IA   Work & Organisation in the Public Sector

Work representations among public sector agents and their clients.

IB   Motivation:

Representation of motivation factors among French Bosses.

IC   Ph.D research on

- human factors in nuclear safety
- work centrality among civilian and military people
- executive decisions in organizations

II Environment Psychology

IIA: Green House effects: knowledge, attitudes, behaviours

IIB: Space need in dwelling

IIC: Environmental concerns and attitudes
A comparative research in UK, Portugal, France,
Italy, Germany on attitudes towards the environment and their
determinants.

Claude Louche
Laboratoire de Psychologie Sociale et du Travail
Universite Paul Valery

All the researches we are conducting are about Attribution theory and organizational structure, in other words social cognition in organizational context.

MAIN OBJECTIVE: Determining which place may be let to social cognition (Implicit theory of organizing) in the definition of the organizational structure.

A co-ordinated program of research is conducted following three levels of analysis
    First Level

<div style="margin-left:40%">

managers explain
difficulies by
structures

</div>

Conditions of   managers have
the relation   alternative ways of
         organizing

Second
level

Determinants:
Social values
technology   implicit   Structure   effects
environment   theory
         (Powerful   Third
         members)   Level

We are conducting surveys in order to:

First level:

- determine alternative possibilities of organizing (Louche, Maurel, 1992)

- analyse factors leading managers to explain difficulties by organizational
  structure (Results on November 93)

Second and Third Level:

- describe implicit theories and their determinants and relate them to
  structures (Statistical treatments on hand)

Third level:

- describe the structure of high technology firms; relate it to Implicit
  theory of organizing (withS. Ackroyd, Dpt. of behaviour in organizations,
  University of Lancaster) (Results on September 93)

OTHER OBJECTIVE

- Showing that the presence of "norm of internality" is depending on
  organizational structures (Louche, 1992)
  (new results on December 93)

PAPERS

- Complexite, structure et approche contingente des organisations; Revue des
  Sciences de Gestion, 1992, 18, 161-173 (en collaboration avec P. Maurel).

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PROF. JOSE M. PEIRO
UIPOT, Research Unit of Organizational and Work Psychology
University of Valencia

RESEARCH PROJECTS

Role Stress and burnout in service organizations. It studies the role set
influences on role stress in organizations in several samples of employees of
service organizations (nurses, teachers, police, bank tellers, social workers,
etc.)

Absenteism in health organizations. This research aims to identify the
determinats and consequences of absenteism and to test several alternative
models developed to interpret this phenomenon.

Group decision making mediated by e-mail and videoconference. The aim of the
present project is to analyse the differences in group processes and outcomes
as a function of the telematic means employed by groups to solve problems.

School to work transition and work socialization of youth. Psychosocial
antecedents and consequences has been studied during the transition period
from school to work, and during the early phases of work socialization within
the organizations. This research is developed in cooperation with the WOSY
International Research Group.

Climate and culture in organizations. The present research aims to develop a
model and a diagnostic instrument to evaluate culture and climate in
organizations useful for multinationa comparisons. It is developed in the
frame of the International Project FOCUS-92 Climate and Culture in
organizations.

Management of Public Service Organizations. This project aims to identify the
basic characteristics of managers of two types of small public services

organizations: sport facilities and residences for old people.

OTHER ACTIVITIES

Tempus program on Stress at work in co-operation with the Universities of
Nijmegen, Groningen, Nottingham and Krakow.
Erasmus program in co-operation with a network of european universities
co-ordinated by the University of Ghent (Belgium).

BRANIMIR SVERKO
University of Zabreb, Department of Psychology

Two different projects have dominated my research activity in recent years:

1. Work Importance Study (WIS)

This is large-scale, cross-cultural project launched by Donald E. Super. It is
concerned both with values, or rewards which people seek from life, and with
importance assigned to work and to several other important life activities or
roles. Researches from a dozen countries, including six European countries,
participated in this study. Four ENOP members were among the national team
directors (Coetzier, Ferreira-Marques, Sverko, and Trentini).

The purpose of WIS was twofold: (1) to develop mesures for assessment of
values and life-role importance, and (2) to contribute to cross-cultural study
of values and roles. The first goal is not only seen as the prerequisite for
achieving of the second one, but is also considered important in its own:
good measures of values and life-role importance are needed in variety of
situations, both in research and practice. Therefore, much effort has been
devoted to the development of instruments - from establishing of suitable
models of values and roles which guided the invention of items, through
obeying of the psychometric rules in analyzing and selecting of the items, to
the careful analysis of the metric properties of the final forms. Most of the
national research teams contributed to this endeavour. As a result we have
obtained two truly international and psychometrically sound inventories - the
Values Scale and Salience Inventory.

A large amount of data, comprising questionnaire responses of over 30,000
respondents in different countries, has been collected and analyzed, both
within and across participating countries. The obtained results which include
important findings concerning the structure and hierarchy of values and life
roles in different cultural groups are presented in the book to appear this
year:

Super, D. E., & Sverko, B. (Eds.) Life Roles, Values, and Career:

International Findings of the Work Importance Study. San Francisco: Jossey-Bass Inc. (in press).

2. Search for time-sharing ability

Ability assessment is traditionally based on a "serial" approach, in which discrete sub-tests of a battery are administered singly, one by one. Some authors have stressed the need for a "parallel" approach in which two or more assessment tasks are administered simultaneously. There is a belief that such an approach might be more relevant, especially in predicting of a complex skill, such as flying, which is likely to involve simultaneous performance and overload. Inherent in this belief is the supposition that individuals consistently differ in some kind of time-sharing ability, which operates only under concurrent-task conditions. But, is there such an ability?

Attempts to answer this question comprise the second field of my research activity. In these attempts I and my collaborators have used a factor-analytic approach in which subjects are asked to perform several tasks both singly, one by one, and concurrently, in different combinations of two or more time-shared tasks. The performances measured under both conditions are then factor analyzed to determine whether a time-sharing factor accounting for the covariation of concurrent-task performance can be said to emerge. Its appearance would witness the reality of the time-sharing ability.

Although our studies were not supportive of the general time-sharing factor, they have clearly indicated the existence of group time-sharing factors limited to some combinations of time-shared tasks. This finding is also important: it indicates that the time-sharing performance may reveal some reliable individual differences which do not manifest themselves in the performance of the same tasks when performed singly.

PROF. VEIKKO TEIKARI

Helsinki University of Technology
Laboratory of Industrial Psychology

CONTROLLED IMPLEMENTATION OF CHANGE

The control of the change process at a profit oriented level of organizations might be described by the following diagram or model (Teikari 1989)

```
PRODUCTIVITY      WORKING        WORK          WORK
AND PERSONAL   =  CONDITIONS  X          X        X   LEADERSHIP
   WELFARE        AND TOOLS      CONTENTS      SKILLS
```
Fig. 1. The model of key elements in an organizational change.
In improving working life, the objective may be viewed as follows. The work

organization generates both productive and influential works, in accordance with its own objectives. At the same time, the personnel of the organization prospers, and develops physically, psychologically and socially.

With four key elements of the model, we consider the controlled influence on the entire, large scale system. In real working life, the relationships between these key elements are interactive. Accordingly, we emphasize the importance of all four elements, and of their system characteristics by presenting them in a multiplication formula. As a consequence, the weakest element of the formula has a crucial influence on the overall outcome of the system.

Moreover, we need models and tools for implementation of the change process (Vartiainen 1992):

Computer
assisted work
training and   Methods to
information   analyze and
support   RECOGNITION OF   model work
                   CHANGE NEED   system

        EVALUATION
                        SOCIOTECHNICAL
                             WORK
        APPLICATION   DESCRIPTION

                         CRITICAL
Methods for   EVALUATION
work and
job design   SYNTHESIS

                "VISION FOR   Techniques
Simulation games   FUTURE"   for partici-
for modelling and   pative prob-
promoting the   lem solving
change   and develop-
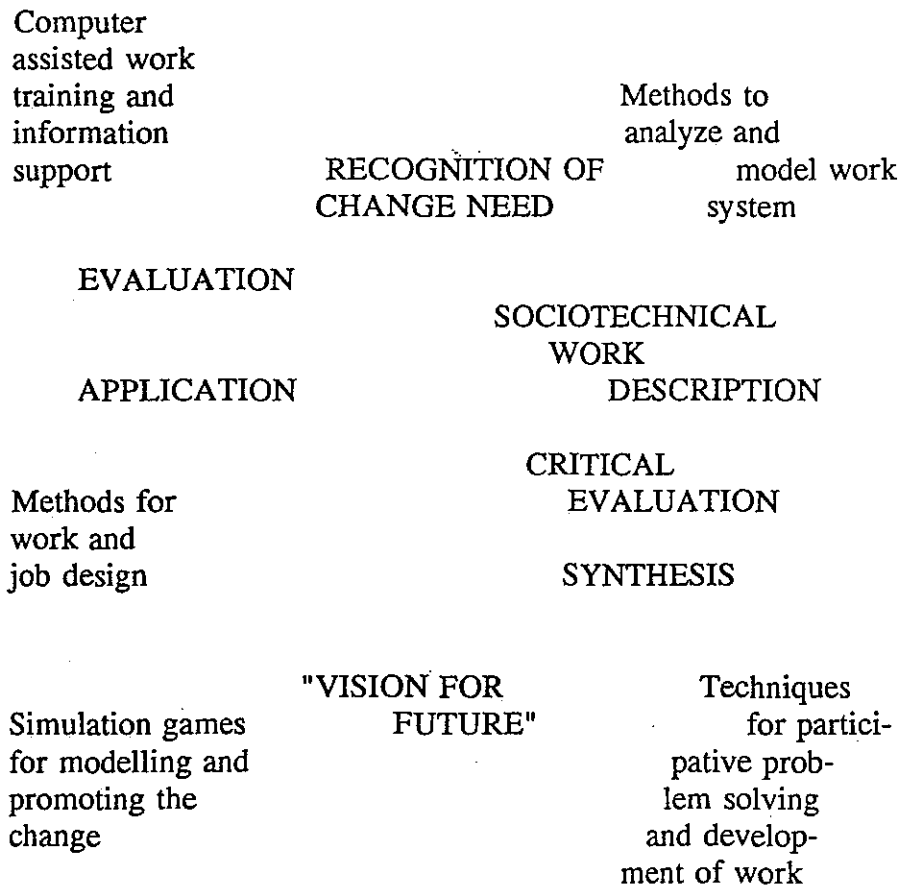   ment of work

Fig. 2. The tools for managing change.

BERNHARD WILPERT

While in the past my research interests related to the following themes:

- Personal aid to developing countries (60s to 70s)

- Managerial Decision Making (70s to 80s)

- Meaning of Working (80s to 90s)

two themes which we started to address in the late 80s are my main research foci now and in the foreseeable future:

NEW TECHNOLOGIES AND WORK

Project on Future Working Structures in the European Automobile Industry

Project on The use of broad-band communication technologies in university teaching (multi-media distant teaching)

Project on Improving Strategies of Casual Analysis of the Role of Human Factors in Nuclear Power Plant Incidents

Project on Dimensions of Safety Culture

These last projects are carried out within the Research Center Systems Safety of the Berlin University of Technology.

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CLAUDE LEVY-LEBOYER

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