ENOP

EUROPEAN NETWORK OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

NEWSLETTER NO. 31

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CONTENTS

Thursday 21st March

1. Symposium

Introduction to Symposium Tony Keenan

The 1996 Symposium was concerned with formal systems of research evaluation and how they are being applied in different European countries. In order to focus our thinking and to form a basis for discussion, four presentations were made summarising the systems in operation in the UK, Holland, Russia, and Poland. At the end of the Symposium, it was agreed that presenters would supply copies of material used in their talks for publication in the Newsletter.

Research Evaluation in the U.K. Tony Keenan

The UK has a highly formal system of research evaluation which applies to all universities and all subject disciplines. The results of the evaluation exercise, which takes place every four years, are used to determine the amount of funding institutions and departments are given by government to allow them to carry out research. Assessment is carried out by peer review according to rules laid down by government. Each department (or Unit of Assessment) is given a grading between 1 and 5 and this is then entered into a formula to determine the financial allocation for that department.

Selected copies of the slides of this presentation are included in the newsletter, and summarise how the process works, both in theory and in practice. (Appendix 1) The results of two regression analyses are also enclosed. These show that a large proportion of the variation in ratings can be "explained" by just a few variables.

ENOP members who would like more details of this presentation, or the UK system in general, should contact Tony Keenan at Heriot Watt.

Evaluation of Research Quality
in the Netherlands Rob Roe

In this presentation the prevalent Dutch system for the evaluation of university-based research, i.e. the VSNU system, was presented. In this system the research in separate disciplines is evaluated by (international) committees of experts on behalf of the Dutch association of universities (VSNU). The recipients of the assessment reports are the governing boards of the universities and their faculties. The general aim of the evaluation is to improve the overall level of research and to increase competitiveness. It was pointed out that there are many difficult issues in research evaluation which threaten the validity and functionality of the assessments.
The experiences with the first evaluation of research in psychology, which covered the period 1988 - 1992, were discussed. It was shown how the evaluation committee was formed, which procedure was actually followed, and how the output of 59 research programmes were measured and rated. The average number of publications was found to be 3.6 per full-time researcher per year (4.9 when ignoring researchers on 3rd money contracts). Some peculiarities, such as the neglect of applied research and of Dutch publications were mentioned. Correlation and factor analysis revealed a one-dimensional rating strategy that
strongly favoured experimental and quantitative research and worked at the disadvantage of W&O-psychology. Several points of criticism both from within the community of psychological

researchers and from outside were indicated.

It was concluded that evaluations are indispensable but that special efforts are needed to make them functional to their purpose. It was suggested that while designing and applying evaluation systems several questions should be answered: what exactly to evaluate and
what for? what is good performance and how to measure it? how to conduct comparative evaluations, how to make feedback useful. In the discussion the political dimensions of research evaluation were highlighted. (A number of the slides shown are given as Appendix 2)

Friday 22 March

Changes in the Evaluation of Research Quality
during the Transition Period in Russia Anna Leonova

The centralised system for the evaluation of the quality of scientific research disintegrated after the break-up of the Soviet Union and the consequent economic and political changes in Russia. From the late 80s it was a difficult time for the Russian science as a whole and for applied psychological research particularly. The most crucial period was 1991-1993 - at that time the number of projects executed in W&O psychology reduced by more than 30% (the amount of strictly research programs fell by 60%), the number of publications decreased by almost 70%, the number of defended dissertation decreased by 50%. The situation had improved by the end of 1995 - almost all the above quantitative characteristics had reached the level of mid 80s and even exceeded it. Thus, it can be said that Russian W%O psychology has survived this difficult time.

According to the changed socio-economic conditions it is reorganising now on the basis of new financial regulations of the science, as well as a transformed set of social needs and problems which have to be investigated by psychological research. These changes that I have mentioned have influenced the evaluation system of research quality which is only beginning to be re-established.

For that part of research projects supported by the government (university, research programs, state educational programs, postgraduate qualifications, etc.) assessment procedures include mostly the same evaluation criteria that have been used in the former period. The importance of the contextual scientific value, the novelty of their methodological approaches, the significance and reliability of these results, the benefits in comparison with traditional solutions) is stressed. But some of the criteria (like capabilities for direct applied implementation, social and socio-political advantages) lose their principal value.

For another, greater part of the projects granted by different internal and international foundations (recently it is more then 75% of executed projects in W&O psychology) the estimation is proceeded in various ways. Common features for all of them are the requests for a closed relation between planned activities and achieved results, exhaustive utilization of material resources and, to some extent, representation of results (publications, scientific conferences, etc.). Quantitative measures for project evaluation are still being elaborated.

Acquaintance with international norms and standards used for evaluation of research quality would be very helpful for Russian psychologists to create more sufficient forms of assessment methodology. It is especially important for the rather new branches in Russian applied psychology (e.g. organisational psychology, psychology of management, personnel consulting, etc.), which has only started to develop in "perestroika" time. (A selection of the slides shown are included as Appendix 3)

Evaluation of Research Quality
in Poland (abbreviated summary by Editor)

Zofia Ratajczak

This presentation gave the reasons why research evaluation was needed in Poland now. The presenter listed the following factors in Poland making research, and it's evaluation, more urgent:
-The existence of serious social problems
-The growing costs of organisational change
-The need to create a framework for the development of science
-The existence of warnings of scientific misconduct in some cases

(See figure 1, Appendix 4) Figure 2 illustrates the development of research from practical problems rooted in society, to the consequences and implications of research.
The criteria needed for the evaluation of scientific research include:
-The adequacy of the research goals
-The effectiveness of the research
-It's efficiency
-It's reliability
-The ethical standards applied to it

The institutions which are authorised to evaluate research in Poland are:
-The Ministry of National education (MEN)
-The Council of Higher Education
-The Committee of Scientific Research
-The Polish Academy of Sciences (partly)
However these institutions do not form a coherent evaluative group.

Group Sessions: (Review and Synthesis by David Guest.)

A number of interesting themes emerged in the Symposium. The key ones are summarised below.

In the four cases presented, two from West Europe and two from East Europe, the growing influence of market forces in spurring the need for systematic evaluation of academic research was highlighted. In the West European cases of the UK and the Netherlands, the key driver has been the need to allocate scarce resources among competing university departments and related research institutions. Less overt agendas may include a desire to create separate groups of universities or perhaps departments concentrating on research or teaching; or even to reduce the number of departments, research units and universities. In East Europe, the influence of a freer market has resulted in a mushrooming of new, often private institutions. Evaluation of both teaching and research quality is needed to provide accreditation on the basis of quality and possibly to direct funds towards those institutions providing high quality teaching and research. For these and other reasons, it was generally agreed that, whether we liked it or not, evaluation of research and teaching quality was inevitable and we would have to learn to live with it.

psychology was losing out in the research evaluation exercises. Objective evidence of poorer ratings compared with most other branches of psychology was provided for the Netherlands. This raised the question of why this might be happening. Two broad reasons could be identified, one concerned with the nature of our field, the other with the nature of the evaluation process.

The problem of our field concerns its interest in application. It is more difficult to undertake research that conforms to the traditional paradigm of scientific method in organisational settings compared with the laboratory. Furthermore the questions addressed are less concerned with the developments in science and more concerned with its application. In this sense, W/O psychology is an applied behavioural science, operating in a context often requiring a multi-disciplinary perspective. For those making judgements within a traditional paradigm - and this still seems to dominate in mainstream psychology - the output of W/O psychology may compare unfavourably in both quality and quantity with traditional experimental and cognitive psychology. One option, noted in the UK in particular, was to move into Management and Business Schools where evaluation might be based on somewhat different criteria. There is a continuing debate about how management research should be evaluated. However W/O psychology should be comfortable in meeting even the most rigorous standards set within a Management School research paradigm. Indeed, with its roots in scientific methodology, W/O psychology should have an advantage over many other fields of management in its research rigour and sophistication. For some this was an attractive outlet, although the risks of evaluation by non-psychologists need to be recognised and weighed against the risk of being evaluated by experimental or cognitive psychologists. For those staying within psychology, the problem of meeting the narrow psychological criteria for the assessment of research quality remain.

The discussions drew a distinction between internal and external criteria of evaluation. Internal criteria were those approved of by peers within the discipline of psychology. External criteria recognised a range of potential stakeholders. Each of the case studies showed that academics had taken over the research evaluation process to retain control over it. This could be construed as a victory for science; but it is a political decision in defence of academic disciplines. And politics within psychology, with its continuing desire to demonstrate its status alongside traditional sciences, came into operation in the dominant role of experimental psychology and the emphasis placed on the leading international English language journals as the key journals in the evaluation process. This emphasis meant the exclusion of W/O psychologists from the evaluation process and of applied publications, often important for disseminating work beyond psychologists, from the research evaluated.

W/O psychologists have considerable expertise in evaluation and could prescribe a more appropriate process for evaluation of research quality than those currently in operation. This would be likely to include feedback and guidance. But the political realities, including the need for administrative convenience, rule out such an approach and drive us back to safe, conventional, quantitative measures such as output levels, citations and journal type. This brings us full circle to the problem of obtaining an appropriate evaluation of the quality of W/O psychology when the process is controlled by other types of psychologist. One key challenge for ENOP is therefore to promote the distinctive nature of W/O psychology (and,

of course, its importance) and the corollary of a need for a distinctive approach to evaluation. In making such a claim, we might consider the benefits of an alliance with other forms of applied psychology.

When evaluation does take place, a number of issues have to be resolved. One is the unit of analysis; is it the individual, a research unit, a department of a university? A "star" researcher may help the department's research rating; or, by regular absence abroad, may reduce the output of others who have to cover his or her teaching. A second issue is the relationship between research and teaching and between research and consultancy. How far should the context of research and the ability to show application of research findings be weighted in judging its quality? A third unresolved issue was how to deal with inter-disciplinary research, of the sort that W/O psychologists are more likely to undertake, within a conventional psychology paradigm. A final issue was how to accommodate more radial/critical perspectives, often promoted by younger researchers, in the evaluation process. Often these would not appear in the most highly rated journals, yet they could help to shape the direction of the field.

In the discussion, there was some support for a modest ENOP initiative, perhaps taken forward by a Working Party. This could start with an ENOP Report on the subject including:

1. The four cases presented
2. Any other cases from other countries that ENOP members might wish to present
3. The analysis of the issues in research evaluation
4. Recommendations on how to more forward and ensure that W/O psychology was appropriately evaluated.

One of the issues that was debated was the need, as a first requirement, for a clear mission: is W/O psychology primarily about improving the quality of life or improving understanding? Some saw this as a false dichotomy based on the classic action research response that understanding was gained by engaging in the system and trying to change it to improve quality of life.

Several of the issues that might be incorporated in the development of a distinctive W/O approach to research quality evaluation were put forward including

* the need for consensus on the value of books versus journals
* the need to tackle the language issue in relation to the status of journals
* the importance of stakeholder involvement
* the importance of multiple criteria
* the need to define the nature of applied psychology in general
* the need to reach some consensus on mission
* the need to pool positive experiences and learn from them
* the possibility of benchmarking or some similar more contemporary approach guidelines on how to improve the research process and the criteria for good W/O psychology research
* the need to define what we mean by experts

* the need for definitions of how experts should be appointed
* the need to focus on development of quality research among newcomers into the field

Suggestions about conducting research in each country to establish the current position met with a lukewarm response.

The list of suggestions the basis for a small group within ENOP to develop some potentially very valuable work. The value was underlined by acceptance that the concern for research evaluation was not going to go away. This was therefore an issue to which we should return in subsequent ENOP symposia.

Saturday, 23 March.

2. Business meeting.

A preliminary discussion took place during which the minutes of the last meeting were agreed, and the Agenda for the Business Meeting drawn up. The agreed Agenda is as follows:

AGENDA

1. Four Year Plan.
2. Work and Organisational Psychology Evaluation.
3. Conference Symposium 1997.
4. Workshops
5. Summer Schools.
6. Library Project.
7. Curriculum Development.
8. Erasmus etc.
9. Research.
10. Publications.
11. Elections to Coco.
12. Membership.
13. Budget.
14. Any other business.

1. Four Year Plan.

Wilpert and Rogard outlined the meeting they had with Emard, the Director General of the Maison des Science de l'Homme. Emard described ENOP as one of their most successful networks, and was generally optimistic about continued funding for the future. However, he felt that funding could be more secure and perhaps even enhanced, if it was provided for within the framework of a four year plan which ENOP would draw up. A preliminary discussion took place as to the possible content for such a four year plan which the Coco would work on and produce for our next meeting. A number of items were suggested including:

Inter-University co-operation plans
Curriculum development projects
Exchange of students and staff
Summer Schools
Work shops
Enop support for National programmes in Work and Organisational Psychology
International Research
Post experience training
Possible links with Maison programmes
To stimulate links with other disciplines, such as Economics, Social Sciences
Information Technology Development
Possible threats of distraction for Enop focus involved in links with other maison activities

2. WORK AND ORGANISATIONAL PSYCHOLOGY EVALUATION

Arising from the symposium content a discussion arose as to how best to further progress this important area of evaluation further. It was agreed that a preliminary report would appear in the Newsletter. Tony Keenan would then coordinate a report on the evaluation of Work and Organisational Psychology, taking on board the four presentations made during our present symposium, and also further information to be provided by various people on their own national systems of evaluation. This could culminate in an ENOP Report or a journal article.

3. THE 1997 SYMPOSIUM

The discussion here centred around possible suggestions for the content of next years symposium. Suggestions made included:

An in-depth exploration of evaluation systems.
A greater definition of our own identify as distinct from cognitive science, organisational behaviour etc.
Methodology.
Competencies.

The Learning Organisation.
Re-engineering.
The epistemological basis of our discipline.
European, U.S. links.
The dissemination of knowledge of work and organisational psychology throughout the system for educational and professional use, including models and tools associated with it.
New expertise in organisations.
Link up activities of the past with future plans.
How much real application of Work and Organisational Psychology exists, an examination of different countries approaches.
The role of practice in our training programmes.
How do we bring practice into being (internships, research stages).

It was eventually agreed that Jose-Maria Peiro would co-ordinate next years symposium on the 'dissemination' topic. It was also agreed that greater attention would be paid to the social setup of the ENOP Symposium. It was felt that a poster session might perhaps be too much, however, those who wished could bring posters and leaflets.
The date of the Symposium 1997 was fixed for the 20th to 22nd March.

4. WORKSHOPS

a) Jose-Maria Peiro reported that the October 1995 'Work and Organisational Psychology in Hospitals' Workshop was very successful. Furthermore, that the presentations of the 1993 Conference are currently in press. He also mentioned that the planning for the Fifth Conference to take place in Utrecht in 1997 (see enclosed flyer Appendix 5) is well underway.

b) Bernhard Wilpert reported that the Bad Homburg Workshops on New Technology and Work now tend to focus on safety issues in high risk operations. A volume is now in press, the next workshop will be on the 15th June 1996 on 'Management Safety Links'. Andrew Hale is the organiser.

c) Rob Roe put forward a proposal for a workshop on 'Research and Consulting in Eastern Europe' to take place in Autumn 1997, somewhere in Eastern Europe.

d) Rene Bouwen reported on a workshop on Social Constructionisms in Organisations to take place in Leuven in June 1997.

e) A workshop on the relationship between training and working life in higher education will take place in Seville in September 1996, 25th to 28th.

5. SUMMER SCHOOLS

Branimir Sverko reported that three summer school proposals had been received by Enop Members and it had been decided to progress one of these on new technologies which would take place in Budapest. This was proposed for the Soros Foundation for June 1997.

6. LIBRARY PROJECT

Gunn Johannsen outlined progress on the project and sought suggestions from the group for the following:

1. Suitable funds to apply to.
2. Additional important books to add to the list.

During the discussion on this topic Gunn Johannsen mentioned that she had had difficulty in getting names of libraries and names of Directors of Libraries from the Eastern European people and wondered why the replies had been so slow in coming forward. A number of the Eastern European members pointed out that the situations in their countries was no longer as urgent as it had been some years ago, so that reliance on the provision of books from this library project had less interest for them.

7. CURRICULUM DEVELOPMENT

A proposal has been put to the European Union to deliver a Curriculum Development Programme including further developments of the 'reference model'. Comprehensively including the development of teaching aids and networks. This was turned down by the E.U., in their evaluation they pointed out that it was a well presented and organised proposal, but, that there was insufficient representation from Southern Europe. During the discussion it was pointed out that it might be possible to apply for the same project to be funded under the Social programme. It was also suggested that the Curriculum Development Committee should seek to move on the development of a curriculum model.

8. SOCRATES / ERASMUS

It was suggested that under the new Socrates programme that staff exchanges should be considered in the form of mutual visits to our universities so that we would all get to know one another's programmes better. It was also suggested that the network Erasmus system worked very well, and that the bilateral system, though it may solve problems for the E.U. administration, creates problems for us of a bureaucratic nature. Control now lies with the university and not with the professors in our area. The university will now be allocated numbers of exchanges, these exchanges may not go our students. It was suggested that perhaps an electronic clearing house might be helpful in this connection. It was pointed out that the Finns have a network of thirteen universities that works very well.

9. RESEARCH

The Maison has supported many interactive research projects, but interest in this appears to be now fizzling out. There would appear be to opportunities for research proposals to be made to the Maison at this moment in time.

10. PUBLICATIONS

Special Edition of European Journal of Work and Organisation Psychology:
Editors: Charles de Wolff and John Hurley

"The changing nature of the profession of Work and Organisational Psychology."
Vol 4, No.4 1995
This Special Edition contains an article on the changing nature of the profession by the editors, an article by Shimmin and de Wolff on Work Psychology in Europe, and an article outlining the reference model by Roe, Coetsier, Levy-Leboyer, Peiro and Wilpert.

11. **ELECTIONS TO COCO**

The proposed Coco members, as listed in the Agenda, that is to say, Bernhard Wilpert, Branimir Sverko, John Hurley, Rob Roe, Zofia Ratajczik, and Tony Keenan were elected, and Vincent Rogard appointed as Secretary General.

12. MEMBERSHIP

Election of New Members.
The following were elected to membership of ENOP:

Mare Teichman, Estonia.
Ivan Robinson, U.K.
Claude Navarro, France.

It was decided to explore further the memberships of Eva Bamberg of Vienna, Kantas in Greece, Vicenzo Mar in Padua, Paul Koopman in Amsterdam, and Kjell Ohlsson in Norway. It was noted that Gunilla Westlander, had retired and that Charles de Wolff has retired from his university post, but will probably come to the next symposium to say his "goodbyes".

13. BUDGET

The Report on the Budget was positive and subject to a satisfactory four year

Annual ENOP Symposium, Paris, 21-23 March, 1996

List of Participants

Professor Miklos Anatalovits
Professor Rene Bouwen
Professor Pol Coetsier
Professor Peter Dachler
Professor Veronique de Keyser
Professor Marian Dobrzynski
Professor Gert Graversen
Professor David Guest
Professor Marin Ignatov
Professor John Hurley
Professor Gunn Johansson
Professor Anthony Keenan
Professor Juhani Kirjonen
Professor Eduard Konrad
Professor Anna Leonova
Professor Claude Levy-Leboyer
Professor Jose Ferreira-Marques
Professor Friedhelm Nachreiner
Professor Claude Navarro
Professor Jose M Peiro
Professor Jose M Prieto
Professor Zofia Ratajczak
Professor Robert Roe
Professor Ivan Robertson
Dr Vincent Rogard
Professor Branimir Sverko
Professor Mare Teichmann
Professor Gian-Carlo Trentini
Professor Bernhard Wilpert
Professor Yuri Zabrodin
Professor Veikko Teikari

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ISSUES IN THE ASSESSMENT OF RESEARCH QUALITY

- Why should we do it at all?

- Can it actually be done in a scientific sense?

- Can a system be devised which gives a fair comparison at the departmental / institutional level?

- Can quality judgments be converted into financial allocations in a rational / sensible way?

CHARACTERISTICS OF THE UK RESEARCH ASSESSMENT EXERCISES

- They are driven by the Funding Body for the Universities

- All departments / universities are included

- Objective is selectivity in funding based on research 'quality'

- Evaluation is by some form of peer review

- The models used to evaluate quality and distribute funding have varied with each exercise

THE CURRENT EXERCISE

- Units of Assessment (Departments) must define staff as active/inactive
- A maximum of four pieces of research output must be submitted for each active member
- The cut-off date for staff and publications is 31 March 1996
- Input statistics (research grants/students etc) are also required
- Returns include a qualitative statemement of plans, research strategies, etc.
- Assessment is by peer review panel
- A proportion of submissions are audited
- Ratings are provided using a 5/6 points scale
- Funding is based on a "quality multiplied by volume" formula

THE RATING SCALE AND DESCRIPTIONS

ASSESSMENT RATING POINTS	DESCRIPTION
5*	Research quality that equates to attainable levels of international excellence in a majority of sub-areas of activity and attainable levels of national excellence in all others
5	Research quality that equates to attainable levels of international excellence in some sub-areas of activity and to attainable levels of national excellence in virtually all others
4	Research quality that equates to attainable levels of national excellence in virtually all sub-areas of activity, possibly showing some evidence of international excellence, or to international level in some and at least national level in a majority

THE RATING SCALE AND DESCRIPTIONS

ASSESSMENT RATING POINTS	DESCRIPTION
3a	Research quality that equates to attainable levels of national excellence in a substantial majority of the sub-areas of activity, or to international level in some and to national level in others together comprising a majority
3b	Research quality that equates to attainable levels of national excellence in the majority of sub-areas of activity
2	Research quality that equates to attainable levels of national excellence in up to half the sub-areas of activity
1	Research quality that equates to attainable levels of national excellence in none, or virtually none, of the sub-areas of activity

PERFORMANCE INDICATORS

- total publications
- authored books
- edited books
- short works
- refereed conference contributions
- academic journal articles
- reviews of academic books
- other public output
- research studentships per number of category A, B, C and D staff
- ABRC *et al* research income
- other external research income

THE FUNDING FORMULA

Volume Indicator x Research Rating (Transformed) x A Unit of Resource for Each Subject Area

Volume Indicator

$$\left[0.1 \times \text{Number of Research Students}\right] + \left[1 \times \text{Number of Research Active Staff}\right] + \left[0.1 \times \text{Number of Research Assistants}\right]$$

$$+ \left[.000004 \times \text{Research Income}\right]$$

Rating Transformation

(1 = 0) 2 = 1 3 = 1.4 4 = 1.96 5 = 2.74

INSTITUTIONAL AND DEPARTMENTAL COPING STRATEGIES

- The 'active staff' balancing act

- 'Creative' definitions of the Unit of Assessment

- The academic transfer market

- The homeless academic population

- The creation of retrospective research plans, strategies, etc

- Putting editors and publishers in the firing line

HOW VALID (FAIR?) WAS THE 1992 RESEARCH ASSESSMENT EXERCISE

- How can different mean ratings across subject areas be interpreted?

- To what extent is quality really taken into account?

- Do departments with panel members have an advantage?

- Why should 'big be best'?

UNITS OF ASSESSMENT RANKED BY RESEARCH RATING

	Weighted mean rating
Nursing	2.11
Social work	2.72
Accountancy	2.85
Business and Management	2.94
Electrical Engineering	3.31
Psychology	3.36
Chemistry	3.37
German	3.49
Theology	4.07
Ancient History	4.15
Genetics	4.17
Anthropology	4.29

REGRESSION ANALYSES

MARKS (1995) **RATINGS OF PSYCHOLOGY DEPARTMENTS**

5 variables explained 80 per cent of the variance

Presence of Animal laboratory

% staff declared research active

No. of academic journal articles

No. of non-payroll staff

Research Council income

TAYLOR (1994) **RATINGS OF BUSINESS DEPARTMENTS**

4 variables explain 80 per cent of the variation

Size of Department (No. of staff)

No. of Academic Journal Articles

No. of Research Postgraduates

Research Council Grants

discipline	quality	produc-tivity	relevance	viability	manage-ment	foreign. journal articles	other foreign publ.	all foreign publ	Dutch publ.	total publ.	theses/ sen.staff	nr.art. impact >.4	nr.art. impact >.9
social psychology	4.19	3.40	4.16	4.20	3.60	0.92	0.83	1.75	2.32	4.07	0.74	0.47	0.09
clinical psychology	3.87	4.16	4.35	4.01	3.76	1.21	0.79	2.00	2.38	4.38	0.69	0.73	0.41
psychonomics	4.25	3.66	4.11	3.68	4.01	1.04	1.13	2.17	1.10	3.27	0.53	0.67	0.44
quantitative methods	4.78	3.14	4.42	4.18	3.93	1.02	0.78	1.80	0.81	2.60	0.77	0.57	0.29
developmental psychol.	3.85	3.64	3.83	3.83	3.70	0.80	0.79	1.60	1.72	3.31	0.65	0.53	0.28
work psychology	3.13	2.82	3.57	3.34	3.25	0.47	0.79	1.26	2.25	3.51	0.72	0.18	0.05
educational psychology	2.95	3.84	2.63	3.27	2.63	1.18	3.53	4.71	3.51	8.22	0.45	0.28	0.09
various	3.23	4.89	4.00	4.77	2.69	0.97	1.04	2.01	1.58	3.59	0.25	0.08	0.05
total	3.92	3.64	3.95	3.75	3.67	0.94	1.00	1.95	1.70	3.65	0.63	0.50	0.28

Table 3.2. Major ratings and data per discipline
(ratings weighted for number of fte per programme)

Correlations of ratings and output measures per fte (all staff; N=59)

	Qual	Prod	Relv	Viab	Mgmt	FArt	FOth	Dtch	Totl	Thes	>.4
Quality											
Productivity	.51										
Relevance	.82	.39									
Viability	.66	.41	.64								
Management	.78	.44	.74	.65							
Foreign Art's	.55	.59	.35	.41	.49						
Foreign Other	.00	.32	-.08	.07	-.01	.06					
Dutch	-.33	.08	-.30	-.20	-.36	-.15	.29				
Total	-.02	.44	-.12	.06	-.06	.31	.71	.77			
Theses	.04	.18	.03	-.14	-.05	-.12	-.22	-.03	-.18		
Art. Impact >.04	.62	.50	.46	.42	.59	.90	-.08	-.28	.11	-.13	
Art. Impact >.09	.46	.51	.33	.26	.49	.72	-.11	-.29	.03	-.05	.87

Correlations of ratings and output measures per fte (3rd money staff excluded; N = 59)

	Qual	Prod	Relv	Viab	Mgmt	FArt	FOth	Dtch	Totl	Thes	>.4
Quality											
Productivity	.51										
Relevance	.82	.39									
Viability	.66	.41	.64								
Management	.78	.44	.74	.65							
Foreign Art's	.48	.61	.38	.38	.43						
Foreign Other	.02	.38	.05	.10	.04	.44					
Dutch	-.30	.18	-.16	-.05	-.31	.16	.51				
Total	-.04	.43	.03	.12	-.04	.56	.85	.84			
Theses	.03	.21	-.04	-.30	-.11	.02	-.07	.17	.07		
Art. Impact >.04	.61	.55	.49	.42	.58	.88	.14	-.14	.22	-.03	
Art. Impact >.09	.47	.55	.36	.27	.49	.75	.12	-.15	.17	.04	.90

Factor analysis of ratings (Principal components)

	I	II	Communality
Quality	.92	-.07	.85
Productivity	.63	.78	1.00
Relevance	.88	-.24	.84
Viability	.81	-.12	.64
Management	.86	-.13	.80
Eigenvalue	3.46	.70	
% variance	69%	14%	

Factor analysis of ratings and output measures (Principal components)

	I	II	Communality
Quality	.87	-.10	.77
Productivity	.66	.45	.64
Relevance	.76	-.21	.62
Viability	.70	.00	.49
Management	.84	-.13	.72
Foreign Art's	.80	.25	.70
Foreign Other	.01	.76	.58
Dûtch	-.35	.75	.69
Total	.07	.98	.97
Theses	-.05	-.21	.05
Art. Impact >.04	.86	.04	.75
Art. Impact >.09	.75	.00	.56
Eigenvalue	5.04	2.49	
% variance	42%	21%	

CRITERIA FOR EVALUATION OF RESEARCH/APPLIED PROJECTS in 1980s

General Characteristics:

- Research/Applied Area *(priorities)*
- Goal Orientation
- Pragmatic Orientation
- Social Importance

Realization:

- Completeness of realization *(completely, partially)*
- Resources utilization *(completely, partially)*

Results:

- Scientific Value
- Capabilities for Applied Implementation

Planning Applications in the Concrete Situations:

- List of Organizations
- Type and Forms of Usage
- Time Periods of Implementation

Perspectives of Spread Out Applications:

- For which branches of industry/public services
- In what form
- In what time periods
- According to which plans

Expected Efficiency:

- Base for comparisons (the best international, home and branches standards)
- Organizational and technical advantages (methodical, technical and exploitation characteristics, benefits in comparison with traditional solutions)
- Expected Economical Benefits (planning economy of material and labour resources)
- Expected Social Effects (improvement of job conditions, social and socio-political advantages)

Expected Financial Benefits (per year) of Implementation (Total sum and a sum reflected a contribution of the project)

CRITERIA FOR EXPERT'S EVALUATION OF RESEARCH/APPLIED PROJECTS in 1995

(Russian Foundation for Fundamental Research)

A. General Expert Conclusion on the Project:

(highly positive, satisfied, negative)

B. Circumstances made difficulties in expert's evaluation:

(e.g., conflict of interests)

Scientific Content of the Project

Scientific representation of the project:

- Formulating of the research problem *(clear, unclear, absent)*
- Definition of research aims *(clear, unclear, non-defined)*
- Methods of research are grounded *(well, uncertain, groundless)*

Contextual characteristics of the project:

- Type of research *(fundamental, experimental, empirical)*
- Degree of generalization of the problem
- Degree of originality of the problem
- Degree of novelty of methodological approaches and methods
- Importance of obtained results

Methodological and Methodical Development (achieved by research team)

- Perspectives of using the results for a progress in methodology
- Development of research approaches and methods
- General evaluation of research potentials of the project

Financial Costs of the Project

Utilization of received finances:	*Evaluation of invested finances:*
• exhaustively - partially • goal oriented - insufficient	• requested more than necessary • optimal request/usage • lowered requests • evaluation is complicated

CRITERIA FOR EVALUATION OF DISSERTATION THESIS

1. Actual Importance of Research

- Scientific aspects
- Practical aspects

2. Contextual Characteristics:

Objectives and Sufficiency of:

- Goals
- Research Tasks
- Hypothesis
- Methodical Realization

3. Adequacy of Theoretical Background and Methodological Paradigm

4. Reliability and Significance of Results

5. General Estimations:

- ***Scientific Novelty/Originality***
- ***Theoretical Impacts***
- ***Practical Usability***
- ***Social Value***
-

6. Presentation of Research Results:

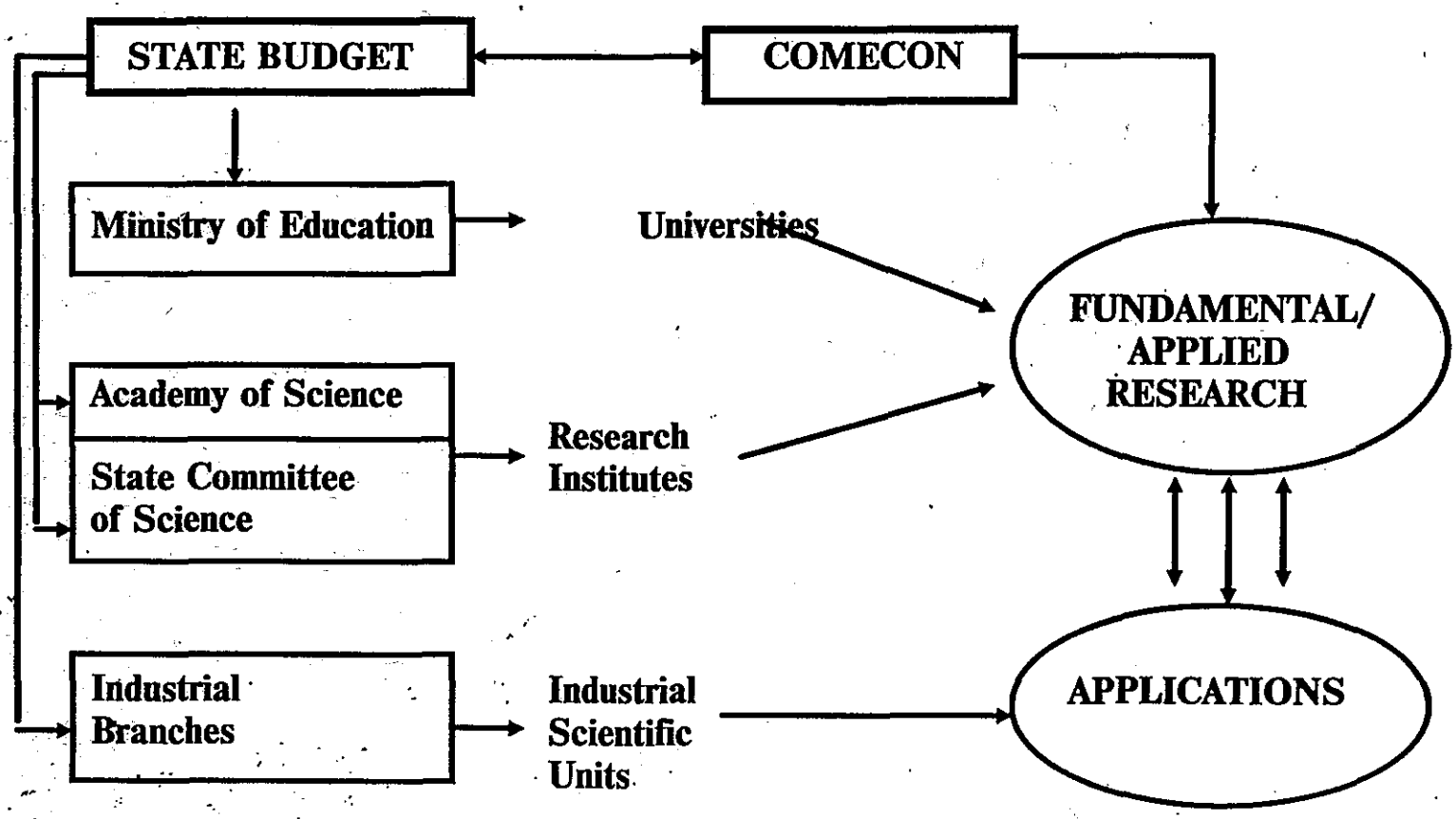
- **Publications**
- **Scientific Discussions of Results**
- **Concrete Applications**

PREVALENT TOPICS IN PUBLICATIONS ON W & O PSYCHOLOGY

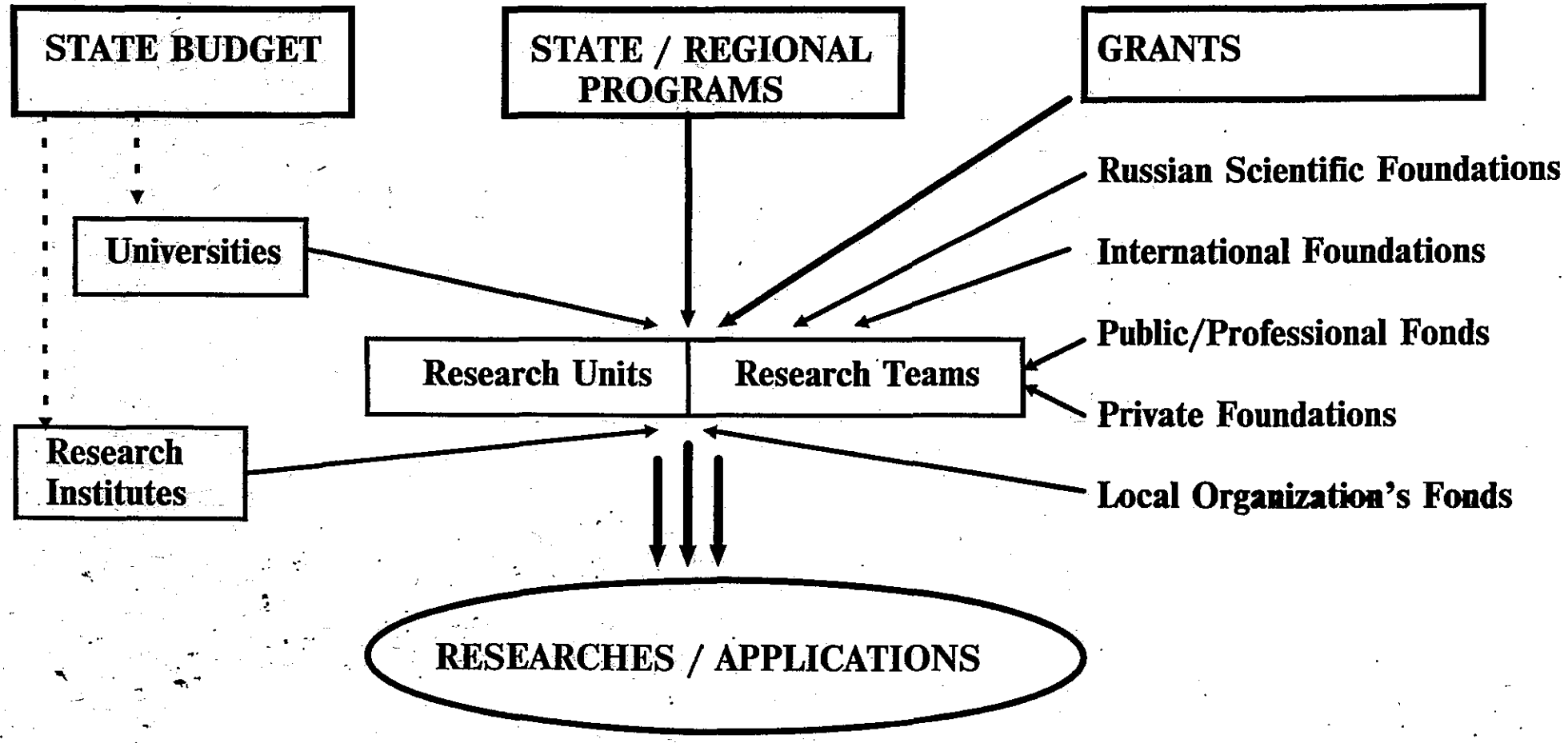
1984 -1986 *(155 units)*	1993 - 1995 *(148 units)*
- Job Analysis in Different Occupational Settings (22%)	- Management in Organizations (19%)
- Ergonomics/Engineering Psychology and Job Design (17%)	- Psychodiagnostic methods for Applied Research (16%)
- Psychological Functions in Job Performance (15%)	- Personnel Assessment (14%)
- Human Functional States in Work Activity (Applied Stress Research) (14%)	- Psychology in Market Economy (11%)
- Methodology and Methods for Applied Research (13%)	- Personnel Consulting (10%)
-Professional Training (7%)	- New Branches in Applied Research *(related to W&O Psychology)* (7%)
	- Psychology of Advertise (6%)
- Others (12%)	- Others (17%)

TRADITIONAL REQUIREMENTS		CURRENT REQUESTS / COMPLICATIONS
• Relations to Actual Practical Needs	→ ←	• Market Demands
• Novelty / Originality of Approach	→ ←	• High Mobility of Research Interests
• Sufficient Methodological Background	→ ←	• Involvement in International Activities (different aspects)
• Adequacy of Research Paradigm	→ ←	• Lack of Background Knowledge
• Novelty/Reliability of Results	→ ←	• Deficiency of Methods
• Usability of Results (Perspectives of Application)	→ ←	• Poor Material Resources
• Efficiency of Prognosis or Implementation	→ ←	• Acute/Urgent Implementation of Results

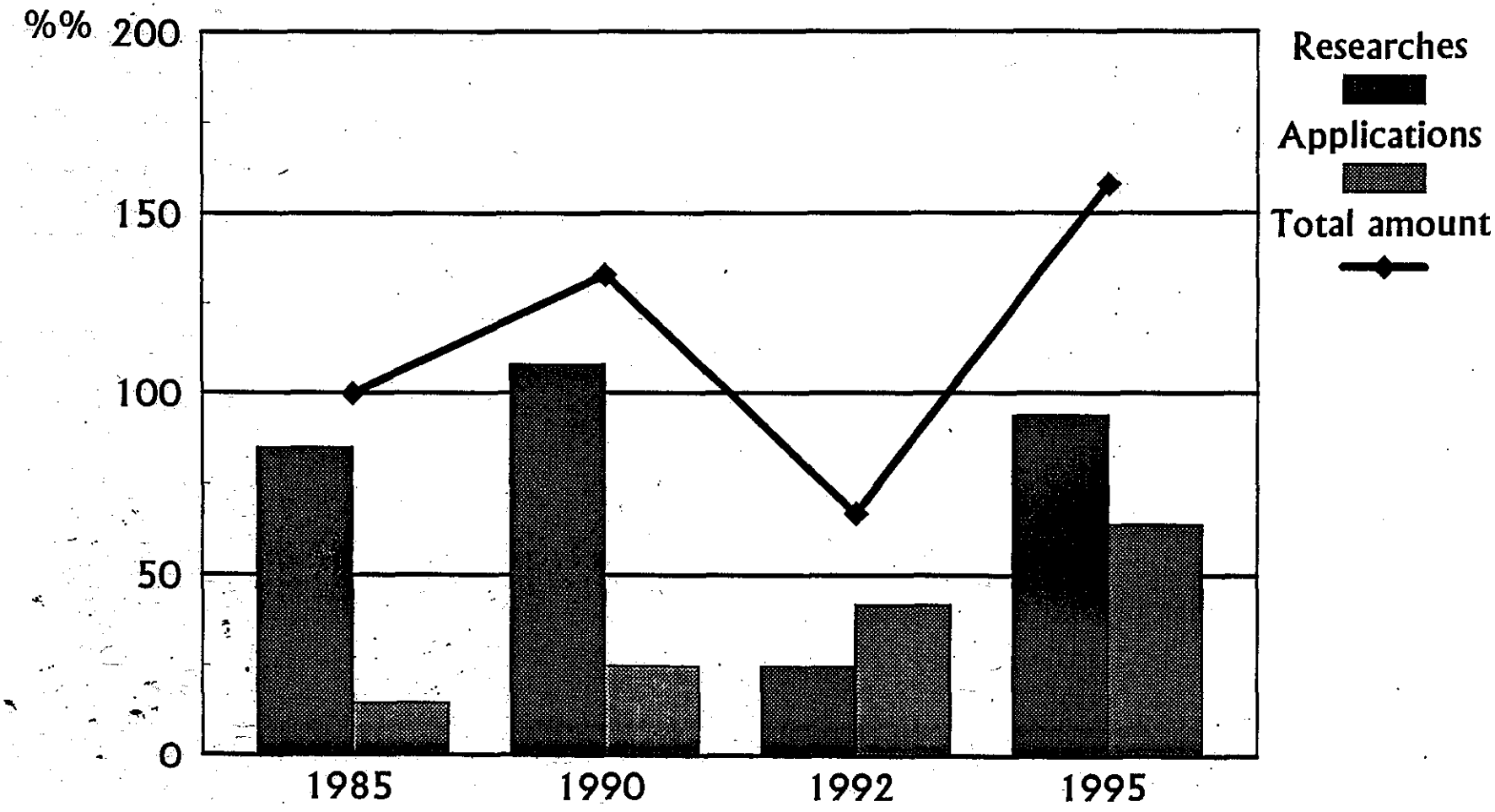
SOURCES OF INVESTMENTS



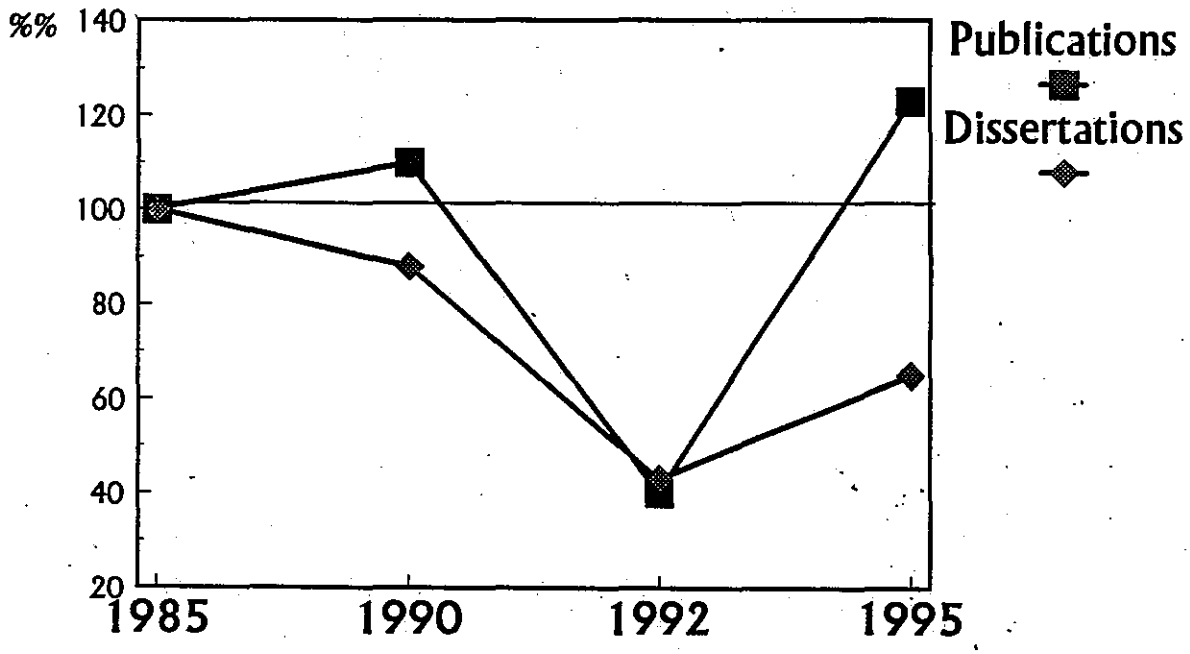
SOURCES OF INVESTMENTS



CHANGES IN NUMBER OF APPLIED PROJECTS IN W&O PSYCHOLOGY IN 1985-1995
(Total amount of projects in 1985 = 100%)



DYNAMICS IN TOTAL AMOUNT OF PUBLICATIONS AND DISSERTATIONS IN W&O PSYCHOLOGY DURING 1985-1995 (100% - data for 1985)



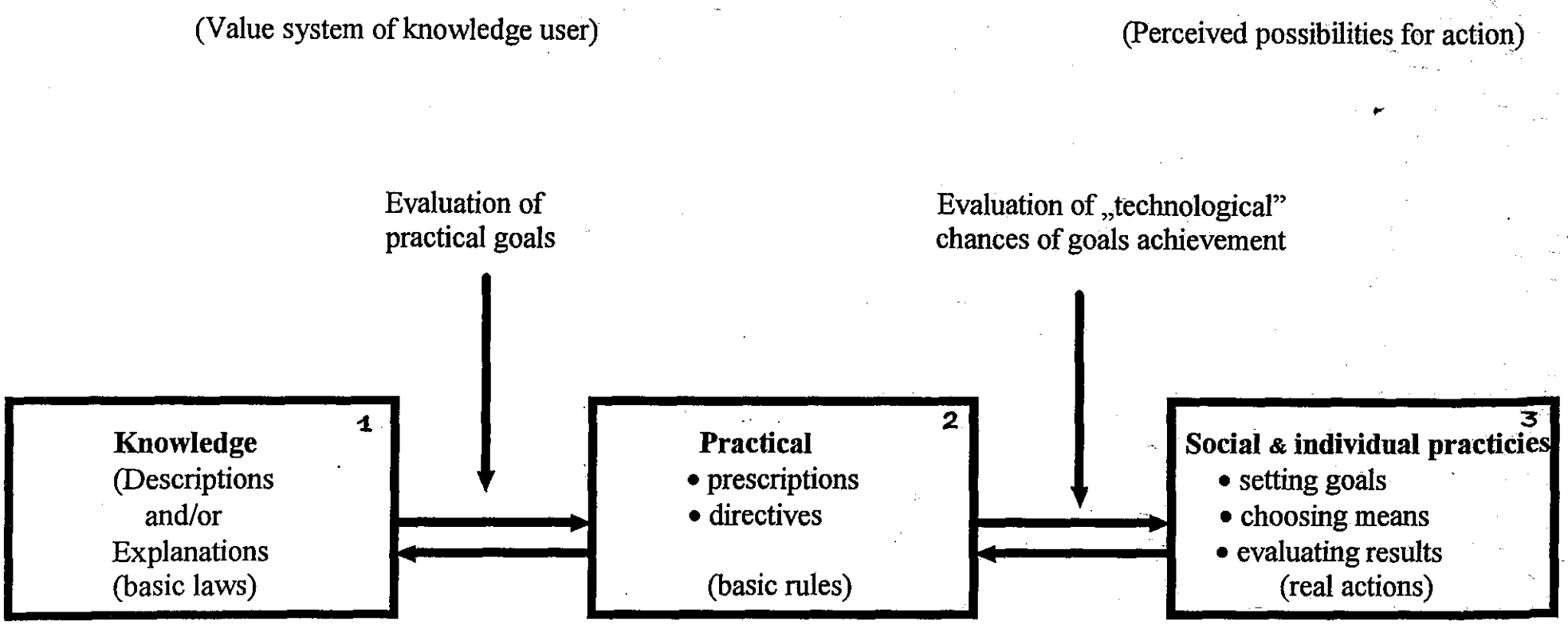


Fig. 1. The scheme of knowledge transformation from general laws to practice

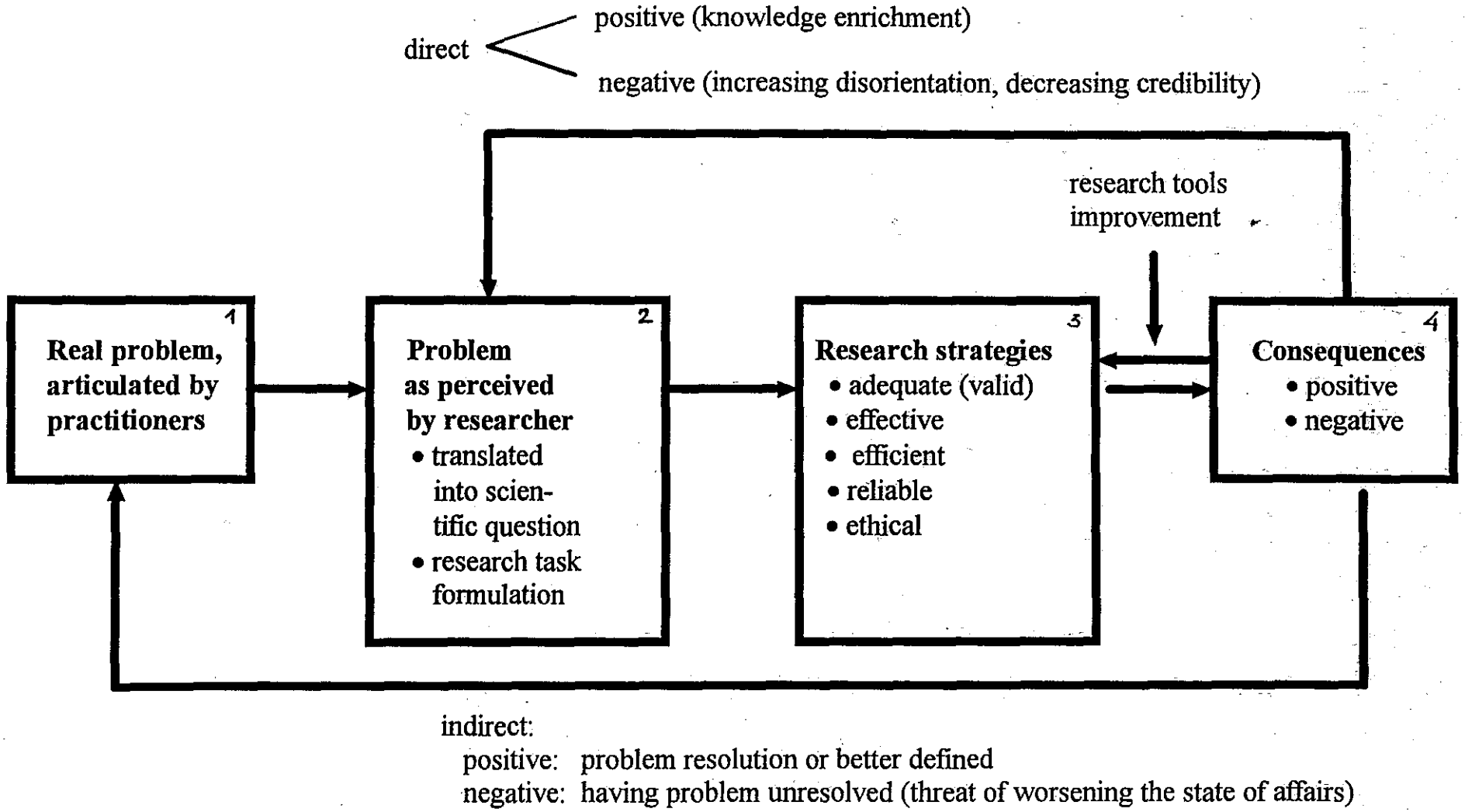
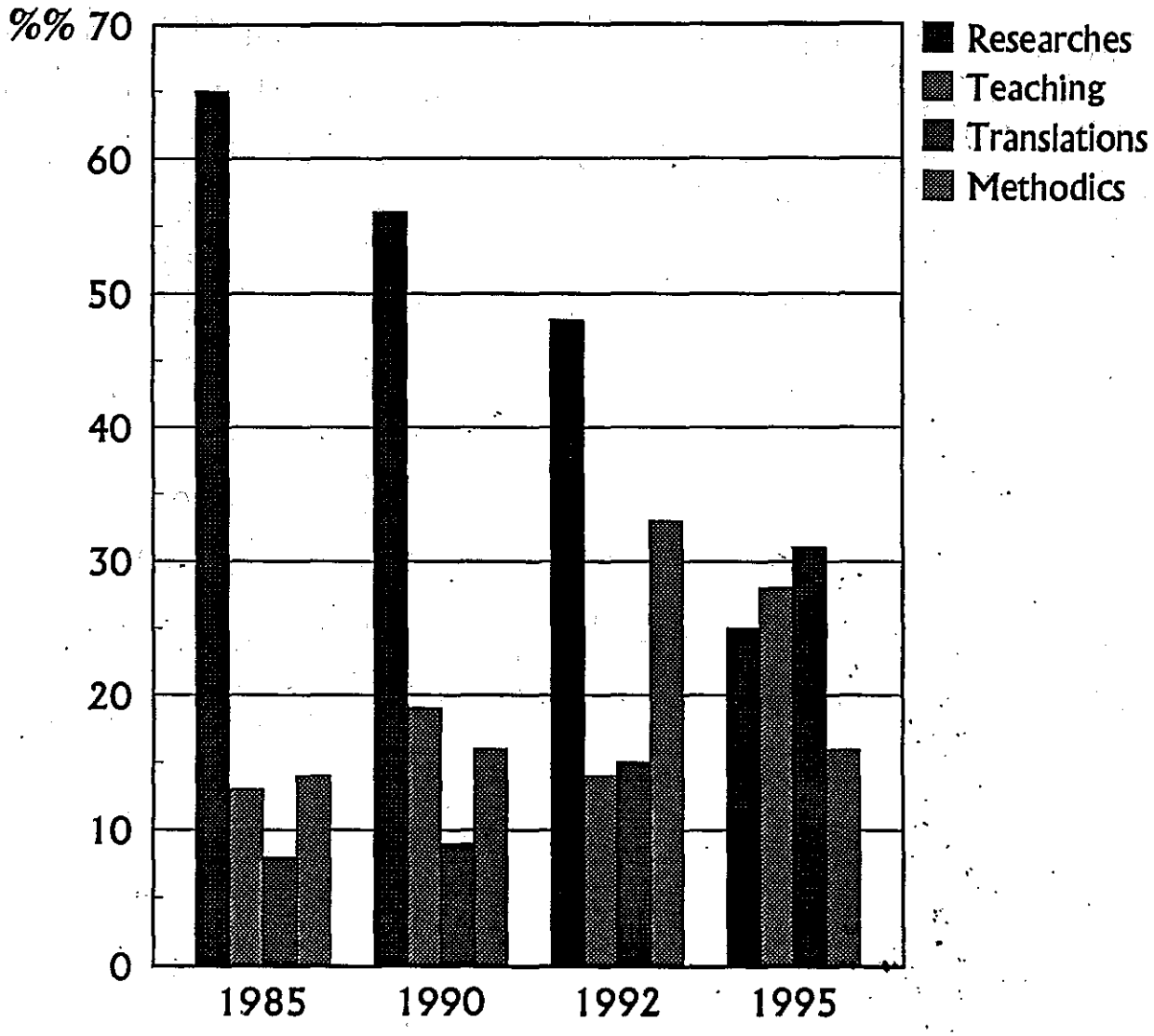
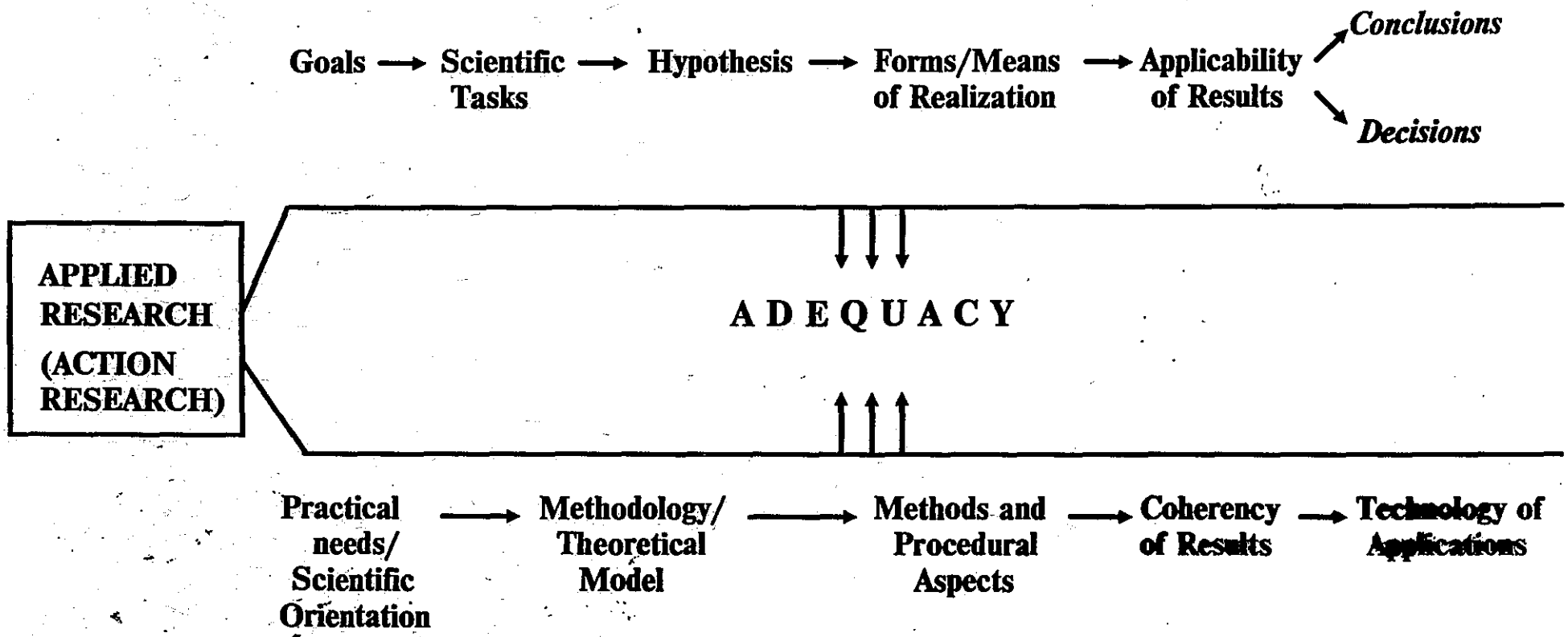


Fig. 2. Model of research activity stimulated by the real practical problems.

DISTRIBUTIONS IN TYPES OF PUBLICATIONS IN 1985-1995




Goals
Scientific Tasks
Hypothesis
Forms/Means of Realization
Applicability of Results
Conclusions
Decisions
APPLIED RESEARCH (ACTION RESEARCH)
A D E Q U A C Y
Practical needs/ Scientific Orientation
Methodology/ Theoretical Model
Methods and Procedural Aspects
Coherency of Results
Technology of Applications

Proposal for the Vth European Conference on Organizational Psychology and Health Care 1997 in Utrecht, The Netherlands

Introduction

After conferences in Wales, Valencia, Krakow and Munich, the Vth European Conference on Organizational Psychology and Health Care will be held in Utrecht, The Netherlands, in the autumn of 1997 under the auspices of ENOP. The conference is organized by the Department of Social and Organizational Psychology of Utrecht University (prof. dr. Wilmar Schaufeli).

Since the aim, format, size, and structure of the previous conferences have been evaluated very positively by the participants as well as by the organizers, the Vth conference is organized along the 'traditional lines'. More particularly, this means that the number of participants is limited to a maximum of fourty. Such a small scale conference allows every participant to present his or her paper in a plenary session. Traditionally, the group of participants is 'mixed', not only as far as national background is concerned, but also in terms of research experience. Accordingly, a major function of the conference is that junior researchers receive feedback on their work from senior colleagues. In order to facilitate informal contacts between participants, a social programme is offered. A distinct feature of the ENOP conferences is that researchers from mid- and eastern Europe are offered the possibility to present their research to other European colleagues.

Accordingly, the purpose of the ENOP conferences is to exchange and discuss research on organizational psychology and health care in Europe within a unique, small scale workshop-like structure. Each participant presents his or her work in a plenary session in which junior and senior researchers from west and eastern Europe participate. Traditionally, a selection of papers will be published (presumably in a book series). At present prof. Büssing, who is the organizer of the previous conference in Munich, is negotiating with a German international publisher. Papers from previous conferences have either been published as an edited volume or as a special issue of Work & Stress.

The Vth Conference

As mentioned above, the Vth Conference will take place in Utrecht in the autumn of 1997 and will take three days. The scientific committee consists of prof. dr. José Maria Peiró (Valencia), prof. dr. Charles de Wolff (Nijmegen), prof. dr. Tom Cox (Nottingham), prof. dr. André Büssing (Munich), prof. dr. Wilmar Schaufeli (Utrecht), dr. Maria Peeters (Utrecht) and dr. Pascale Le Blanc (Utrecht). Except for dr. Peeters and dr. Le Blanc, who are running the congress secretariat at Utrecht University, the composition of the committee is identical to that of the IVth conference. This is done in order to guarantee the continuity of the enterprise.

Preliminary time schedule:

Oct. 1996: Meeting of the scientific committee to prepare the conference
Nov. 1996: First call for papers
Apr. 1997: Selection of papers by the scientific committee
Sep. 1997: Dead-line for sending in papers

ENCP financial support

It would be most helpful to receive some financial support from ENOP, as has been the case with previous similar conferences. This support of, say 20000 FF, will be used for the meeting of the scientific committee in october 1996 (in Paris?) and for travelling expenses of participants from mid- and east Europe.