

EUROPEAN NETWORK
OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

ENOP

NEWSLETTER

No. 47

WEB ADDRESS

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(BY JOSÉ MARIA PRIETO)

SEPTEMBER, 2004

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ENOP NEWSLETTER No. 47

SEPTEMBER, 2004

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1. Editorial

Dear Colleagues,

This newsletter provides information about decisions taken at the business meeting held in Paris, March 26, 2004. You will also find the brief report on the 2004 ENOP-Symposium “Designing curricula - input and contents and output of skills” and main outcomes of the workshop groups discussions, information about International Workshop “Organizational, Work and Economic Psychology in Ukraine in the Context of European integration”, as well as updated contact information of the ENOP Members, their research activities, publications in 2003-2004 and other helpful information.

With best wishes for new teaching semester,

Lyudmila Karamushka
Kyiv, September 2004

P.S. Special thanks to Erich Kirchler for the consultation regarding context of Newsletter and correcting the language.

2. Business Meeting 2004

The 2004 ENOP business meeting, led by Gunn Johansson, took place at MSN, Paris, on **March 26, 2004**, with the following agenda:

- a) 6PCRD
- b) Reference model and development
- c) Publications
- d) Postgraduate education and e-learning
- e) Summer school
- f) Web-site and Newsletter
- g) Congresses, workshops
- h) ENOP new members
- i) Symposium 2005
- j) CoCo meeting
- k) Budget

a) 6PCRD

Bernhard Wilpert and Vincent Rogard have reported about the progress achieved in the field of an application development for a NoE to the European Union. They reported that on December 9, the project of proposed Network of Excellence based on the ENOP was delivered to Brussels. 18 universities partners + the Maison des sciences de l'Homme were finally included in the Network. The developed proposals were included in a final document comprising 400 pages. Proposal full title of project is "Work and Quality of Life in Knowledge Society. Towards an Integrated Interdisciplinary European Research Program"

The Symposium acknowledged the solid contribution of the drafting committee (José, M. Peiró, Vincent Rogard, Mare Teichman, Matti Vartiainen, Bernhard Wilpert) to the preparation of the project proposals. The committee had four meetings in Lisbon, Paris, Valencia and Paris to get proposals prepared. The Symposium participants appreciated as well *Wilpert Bernhard and Peiró José Maria and his team from Valencia University for their valuable contributions.*

b) Reference model and development

The ENOP reference model (see the ENOP web-page) has influenced substantially the development of curricula in Psychology in Europe. It was agreed that 2nd stage of the model development has to be discussed.

The Meeting agreed to develop teaching modules which can be considered as an examples of the "content" of ENOP reference model. *John Hurley, René Bowen*

and Erich Kirchler took over responsibility for collecting best working modules. It is expected that Members of the ENOP submit their example(s) of module(s) in Work, Personnel and Organizational Psychology according to approved format.

The Meeting discussed proposal and agreed to arrange special symposium devoted to the ENOP reference model at XII European Congress of Work and Organizational Psychology to be held on 12-15 May 2005, Istanbul, Turkey, as well as to publish updated version of the brochure "European Curriculum in O&W Psychology: Reference Model and Minimal Standard".

c) Research and publications

- Presentations and discussions at the annual symposia and workshops have been encouraged for publication.
- The ENOP members are invited to submit publication lists and research topics to the editor of Newsletter. The last section of the Newsletter will be devoted to members' scientific interests.

d) Postgraduate education and e-learning:

Branimir Sverko informed that INTERWOP, an Internet-based postgraduate course in Work and Organizational Psychology, which was established within the frameworks of a cooperation between four European universities (the Budapest University of Technology and Economic Sciences, University of Ljubljana, University of Vienna, and the University of Zagreb under the auspices of the ENOP) will be on-going in 2006. Colleagues interesting in cooperation in this area are invited to participate.

e) Summer School

The next ENOP summer school preliminary has been planned to be held in Valencia, Spain. The opportunity for this important scientific event in this country is in process of consideration.

f) ENOP web-site and ENOP newsletter

José Maria Prieto with support of his University (Madrid, Spain) will be responsible for reorganization of ENOP web-site according to modern IT requirements.

Lyudmila Karamushka will keep her responsibility for Newsletter preparation. Newsletters will be placed on the ENOP web-site. Lyudmila Karamushka informed that next ENOP Newsletter # 47 will be issued by the beginning of September, 2004.

g) Congresses, workshops and conferences

- Handan Kepir Sinangil informed that *XII European Congress of Work and Organizational Psychology* will take place on 12-15 May 2005 in Istanbul, Turkey. For further information:
www.eawop2005.org
info@eawop2005.org
sinangil@boun.edu.tr
- Lyudmila Karamushka announced that the *International Workshop "Organizational, Work and Economic Psychology in Ukraine in the Context of European integration"* (under the auspices of ENOP) is scheduled to be held in Kyiv on May 23-24, 2004 (for more information contact: LKARAMA01@yahoo.co.uk)
- José Maria Prieto informed that *9th European Congress of Psychology* will take place on July 3-8, 2005 in Granada, Spain. Contact: <http://www.ecp2005.com>

h) ENOP new members:

The following Colleagues were invited to attend the 2004 Symposium and join the ENOP:

- Prof. Francesco Avallone (Italy)
- Prof. Mogens Agervold (Denmark)
- Prof. Manzey, Dietrich (Germany)

They were unanimously accepted and welcomed to the ENOP.

The ENOP acknowledged activity of **Prof. Bernhard Willpert** awarding him the title **the first Honorary Member**.

The procedure of the ENOP membership has been discussed and agreed. The requirements to new members of the ENOP include but not restricted to the affiliation to academician institutions (universities), full professor title and position. Applications of potential candidates preliminary will be considered by the CoCo meeting.

i) Symposium 2005

Some proposals for the Symposium 2005 were discussed. Two options for the event preparation have been discussed.

- a) *plan A* – in the case of positive decision of European Union concerning the Project of proposed Network of Excellence based on the ENOP, the *Symposium will be devoted to the goal, objectives and implementation of the Project (Network of Excellence)*;

b) *plan B* – in opposite case the topic of the Symposium can be
“*Quality life in future organizations*”

Definitive topic of the Symposium 2005 will be discussed and approved by the CoCo. The Symposium is going to take place in **Paris, March 17-19, 2005.**

Matti Vartiainen will be responsible for organization of the Symposium and designing framework of the event.

j) CoCo members and meeting:

CoCo 2004/5 consists of the following members:

Wilpert Bernhard (contact with MSH)

Rogard Vincert (contact with MSN from France, budget issues)

Kirchler Erich (contact with MSH, from another European country)

Zijlstra Fred (responsible for ENOP membership)

Matti Vartiainen (responsible for ENOP Symposium - 2005)

Lyudmila Karamushka (Eastern Europe representative, Newsletter Editor)

The next CoCo meeting will take place at MSH, Friday, September 24, 2004, 14.00-18.00.

k) Budget:

Due to the fact that the funds provided by MSH are limited, and the fact that ENOP's activities are expanding, the budget has to be reconsidered and restructured. Also taking into account that the European Union is enlarged in 2004 by joining 10 new member states, CoCo decided to reconsider the way of providing financial support to the ENOP members to attend the annual symposium.

CoCo would like to suggest that ENOP members of EU member states will no more longer receive financial support to attend the Annual Symposium. However, there will be a hardship fund to which ENOP members may apply for financial support. Applications for support will be considered upon by the CoCo meeting. *Therefore applications for participation in the ENOP Symposium 2005 have to be submitted to the CoCo before its meeting date (by the mid of September, 2004).*

3. Brief report on the 2004 ENOP-symposium: Designing curricula - input and contents and output of skills

The topic of ENOP 2004 Symposium was “Designing Curricula – Input and Contents and Output of Skills” for Work and Organizational Psychology education and practice in Europe. In the last two decades the developments and discussions on the education systems has accelerated across European countries. Different models, integrated curricula design, requirements for undergraduate and graduate education and practical professional requirements have been the topics of discussion both in EU and candidate countries.

ENOP has been a pioneer with the Reference Model developed for the curriculum design for Work and Organizational Psychology undergraduate, master and doctorate programmers in early nineties. The objective of ENOP 2004 Symposium was to discuss and review the recent developments and implications of ENOP reference model, EuroPsyT and professional skills required for work and organizational psychologists.

Jose Maria Peiro-Silla presented an overview on ENOP Reference Model and some applications with the guidance of the reference model. European Masters Programme, European Doctoral Programme and European Campus of Work and Organizational Psychology (long distance graduate program) with their benefits and limitations were discussed. How to go about and promote a European Doctorate in Work and Organizational Psychology, standards of excellence in the field of W&O Psychology were reviewed.

The first guest speaker of the Symposium was **Prof. Ingrid Lunt** (Univ. of London, Institute of Education and leader of EU funded Europsych project). Her presentation topic was **“EuroPsyT and Europsych: a framework for curriculum development”**. She started with earlier phases of a framework for curriculum development mentioning it had been on the agenda and discussed for the last fifty years until the Bologna process. EuropsyT is the European Framework for psychologists education and training, agreed in 2001 through the work of the Leonardo funded project (1999-2001). European Diploma in Psychology builds on EuroPsyT through the Leonardo da Vinci funded project 2001-2004.

Prof. Lunt stated that the benefits identified for European Diploma in Psychology are: development of profession within individual countries, work opportunities, mobility, quality, status, student recruitment, transparency for clients, development of profession in Europe. Underpinning principles of European Diploma in

Psychology are mentioned as: quality and competence, respect for national regulations (i.e. not replace), fields of practice, mobility, consumer protection, demonstration of competence. European Diploma in Psychology provides a standard or benchmark: a minimum standard or minimum requirements / specification for/of competence; does not provide a curriculum or an examination system, can be used as a part of a common platform which facilitates equivalence evaluations, can be used by universities to enhance quality or standards. The issues related to European Diploma in Psychology including opportunities and risks were discussed by the group.

The second guest speaker of the Symposium was **Prof. Robert Roe** (Univ. of Maastrich) and his presentation was on **“Towards a Competence Based Curriculum for European W&O Psychology”**. He started with trends in curriculum design mentioning that it influenced by various factors as: the state-of-art in theory and research, demands from professional practice, educational practices and philosophies, labor market and employment practices, legislation on education and labor, public and private finance of education. National conditions used to play a dominant role but more recently one can notice influences of European Union policies and legislation, academic exchange and cooperation between countries. On trends in curriculum design Prof. Roe continues as: within national frameworks, academic curricula are updated and revised on a periodical basis, each time changing conditions are accounted for a new models. He added that in this way ENOP’s Reference Model has had an influence on W&O curricula in some countries.

The ENOP Reference Model has emerged from a comparison of existing academic curricula and a joint reflection on differences. It embodies a compromise between a broad coverage of content and educational objectives on the one hand and practical and traditional constraints on the other hand. It seems that the model has helped to broaden the scope of W&O Psychology Curricula and to guarantee a minimum magnitude.

He stated that although the ENOP model specifies curriculum content to be mastered by those preparing for the role of work and organizational psychologists, it does not spell out competencies. It is an “input model” that specifies what students should learn to become a W&O Psychologist. Specifying the professional competencies, that is establishing an “output model” represents a complementary approach to the definition of professional qualifications. In the context of EDP a combination of “input models” (minimal curricula), and “output models” (minimum competencies) is proposed. The question in his presentation was, whether better “input” can be provided by anticipating to desired “output”. More specifically, whether an analysis of professional competencies can help to improve curriculum design in W&O Psychology. Prof. Roe presented “A Model of Competence” which he developed in 1999 and its implications for curriculum

design. At the end of the session, after the questions and discussions he stated that this topic could be the subject of another symposium.

The last sessions of the Symposium was devoted to **workshops on country experiences of WOP Curricula of Master Programmes**. The sessions were chaired by **Erich Kirchler** and the group broken into **5 workshops** groups to share country experiences and report to the whole group.

Vincent Rogard (France) shared Special Concern on Ethics, *Matti Vartiananen* (Finland) presented the “Nordic Experience”, *David Guest* (UK) presented “Didactics in Teaching of WOP”, *Guido Sarchielli* (Italy) and *Henk van der Flier* (The Netherlands) presented their groups discussions and results on country experiences

Submitted by HANDAN KEPİR SINANGIL

MAIN OUTCOMES OF THE WORKSHOP GROUPS DISCUSSIONS ARE PRESENTED BELOW IN BRIEF REPORTS

WORKSHOP GROUP 1 REPORT: “COUNTRY EXPERIENCE”

(Submitted by GUIDO SARCHIELLI)

The process of professionalization of Psychology – that is of the social construction of a profession – developed over the years but it is not concluded. This process is influenced by different factors as social recognition processes (i.e. social representation of psychologists), political processes, national rules and regulations, quality of competent responses to the needs of clients (services of public interest, personalized and based on relationship of trust). The importance of the last factor, competence (knowledge and skills), justifies the interest for revising formal and informal training prescribed to become member of the profession of psychologist.

The transition to a competence model for designing curriculum and training means to attribute importance to the possible outcomes of the training process. In fact, the model specifies two main categories of competencies as necessary conditions for the entry level into the profession. In this sense it becomes prerequisite to have a clear description of competencies, clear way of assessment competencies, and clear statements about what a psychologist is competent to do in a professional domain, and what people (client) can reasonably expect from him as competent professional.

The transition from input to output model of training has a lot of implications:

1. The necessity to establish smooth relationships between scientific knowledge and general problem solving abilities and domain specific knowledge and ability.

The scientific knowledge needs to be reconstructed, contextualized for practical action in everyday life and the learners need to learn how they might make these transfers from theory to practice. This is a difficult task that implies explicit teaching transfer-oriented, learning to learn orientations, self-reflection, etc. Otherwise an excessive practice and labor-market orientation deriving from competence model could reduce production of new knowledge and shape psychologists in a restrictive way with a small professional autonomy.

2. In general, the emphasis on competencies means that work-related knowledge and skill may re-orient professional conduct and the knowledge arrangement of the psychologist. But this is difficult to consider for a curriculum designing task. In fact, work-related knowledge contains also tacit dimensions and it is bound up with a particular social context. It is produced within a particular community of practices whose members develop ideas about how knowledge should be acquired, shared and applied. The effect is the difficulty to clearly define - in abstract terms - professional knowledge separately to the workplace where it develop and to define also competencies without considering a specific context. In this sense, these consequences may be considered: the two categories of competencies proposed (primary and enabling) could be better specified and improved by work/job analysis; the effective translation of the competence profile of the psychologist into a learning process becomes a main goal of the apprenticeship stage.

3. An effective competence-based learning implies a useful combination of academic and work-based learning. It is necessary to realize that there are opportunities but also limitations in the off-the-job, near-the-job and on-the-job experiences in relation to areas of learning. It is important to monitor what happens in practice (there are rewarding learning environment but also sterility and few challenges workplaces). A learning program competence driven must to consider: a) the possibility for the learners of an organized reflection on actual knowledge and skills and on those that may be needed in the future; b) the possibility to make their thinking approaches explicit by discussion with tutors or peers; c) the possibility of a learner independence, divergence and responsibility for their continuing learning across a range of occupational setting. Then it become important for designing a total curriculum (I, II, III level) to distinguish education and professional training (as in the Reference Model for I/O Psychology) and to better specify what the university can do or has the responsibility to do and what the community of professionals can propose, stimulate and concretely organize.

4) **A competence-based model implies a specific framework for evaluating professional competence (standards or criteria socially shared in order to assess a psychologist and his/her competence).** This of course shows a shift from formal curriculum (input) to outcomes of different learning experiences. One major problem is that the assessment process may risk to focus upon the most visible aspects of occupational practice. The standard (as list of element of competence) may be considered as sufficient in itself to carry the full meaning of competence. This might encourage users not to look beyond the standard (as minimal attributes of the profession, or as entry level knowledge and skills) in constructing and monitoring a learning program. This is not an argument against competence model, but rather for stimulating the need to focus upon ways of outlining learning outcomes in a broad terms so to avoid the possible fragmentation deriving from highly detailed criterion-based assessment system and to underline the pedagogic function of assessment especially during the initial phase of professional socialization.

WORKSHOP GROUP 2 REPORT: "ETHICAL AND VALUE RELATED CONCERNS FOR DEVELOPMENT OF REFERENCE MODEL"

(submitted by RENE BOUWEN)

1. Starting from the question "Who is a psychologist" and connecting to the criteria that are going to regulate the market, the ethical issues about the practicing psychologist become very central. Also the W&O psychologist is mostly dealing with sensitive ethical issues. **Can client friendliness or more commercial orientation be the guiding principle of practice** as it is the case for most other colleagues (consultant/economists, engineer, sociologist, etc.)? Is the W&O psychologist then by definition not in a less favorable position? Many of our student graduates don't identify themselves no more as 'psychologists' but as 'HR-manager' or 'labor specialist' or 'consultant' or just a company staff-member. Also these groups sometimes have their professional codes, but the essence of the role of a psychologist is that he is dealing with human issues with a special ethical sensitivity. This **ethical sensitivity can be included as a core competence** for a W&O psychologist. The core question stays then: who is the client you are responding to? Certainly not only the instance that is paying the psychologist.

2. Can a possible view on the **role/position** of the W&O-Psychologist be the following. The psychologist is working in contact and is mediating between several stakeholders. **He 'guarantees' human potential/value to the employee and his context as well as to employer, the society and other possible stakeholders.** Can we compare here with the position of a notary who guarantees real estate property to the seller as well as to the buyer. The **W&O-psychologist is an independent party** and helps to settle/coach/facilitate human value issues in evaluation, development and change contexts among all the stakeholders involved.

3. In most countries of Western Europe there are **three instances** that are involved in setting ethical standards or codes about professional practice:

- national professional organizations, mostly in accordance with EFPA, have ethical codes for practitioner psychologists,
- national laws and regulations cover privacy and professional relation issues in their civil law and labor laws. Some countries have explicit certification laws for job and labor mediating agencies.
- the Psychology diploma is regulated through laws on university degrees.

4. On top of the existing regulations there is a need for **training and development around ethical principles and practices**. The question came up: can ethical values be trained or not and how could that be included in the reference model? Up to now little is explicitly mentioned. Some universities would like to develop courses to train ethical principles through both lecturing and case studies. Other people have serious doubts about the feasibility. Ethical training can be therefore an integral part of the internship/stage period. Maybe professional organizations can invite their members for a re-assessment after some years of practice

5. There is a lot of attention for social responsibility of the firm and professional organizations; there is especially a lot of talk about business ethics. For psychologists this takes nevertheless a special form as compared to other professional groups. The question ‘who is the client of the psychologist’ asks for special attention. Therefore we would recommend that **in the reference model as an input model specific modules should be devoted to ethical attitudes**, a kind of meta-dimension on top of the professional attitudes that are trained on domain courses. In a competence profile as an output model ethical awareness, proper skills and understanding should be part of the core competencies.

WORKSHOP GROUP 3 REPORT: “NORDIC EXPERIENCE”

(submitted by MATTI VARTIAINEN)

After the presentation of Matti Vartiainen dealing with the post-graduate training program for professional psychologists in the field of W&O Psychology in Finland, Kjell (Sweden), José (Spain) and Remi (France) informed about the use of the ENOP Reference Model in their own countries:

Sweden. There are six programs in Psychology altogether in Sweden. In Stockholm and Lund, there are MA’s programs in Work and Organizational Psychology following the content and structure of the model. The number of W&O Psychology professors has, however, decreased since 70’s! W&O Psychology is taught in the following universities: Linköping (in addition to Kjell, five other professors), Luleå (Engineering Psychology, BA in Psychology as major), Jävle

(regional collage, two professors, for example, Ecological Psychology), and Uppsala.

Spain. 45 % of the teaching contents are fixed all over the country. It includes 9 obligatory credits in Work and Organizational Psychology. In Barcelona and Madrid master level teaching in W&O Psychology is provided.

France. There are about 20-25 institutes providing specialization in W&O Psychology, and one network in W&O Psychology at the national level and several local networks in W&O and/or Ergonomics at a regional level. The structure of the degrees for the next years, follows the Bologna model is: 3 (Psychology B license) + 2 (MA) + 3 (doctor). On Master-level, during the first year you can specialize in, e.g. clinical psychology, cognitive psychology, health psychology or work and organizational psychology. During the second year, you mainly study the field of specialization and may choose some extra teaching units (other areas linked to psychology, language, economy, methodology, etc.). In addition, three months supervised practice is required. You can gain the MA's Diploma in two manners: (1) A professional Diploma in, for example, clinical psychology or work and organizational psychology, or (2) you can become a Research Master heading for doctoral degree.

In addition, the **following themes were discussed:**

1. What is a work and organizational psychologist?

It is convenient to emphasize the distinction between W/O Psychology (that is, a university degree) and W/O psychologist (that is, a trademark). A parallel example is the case of those who have a Master in Law (university degree), which is the basis for a large array of true professionals (trademark) such as lawyers, prosecutors, attorneys, legal advisors and so on.

The university degree is and will be a diploma under the control of a university. It has only academic validity. The first requisite for a "trademark" is registration and so true professionals must be registered supporting that trademark.

For centuries, it has been the tradition in European. University students used to wander around between university campuses. Once they obtained the degree, they had to apply to get the recognition of a given Royal Council to obtain the license to practice in such a country. "On behalf of the King" was the statement in use. Conservative estimates suggest that only one out of two degree holders in W/O Psychology identify themselves as W/O psychologists and get registered in a national or European organization of Psychology or of W/O Psychology. Only those who are registered may be considered W/O Psychologists. The rest may be considered true professionals in Human Resources, Ergonomics and Safety, for instance, but not in W/O Psychology.

2. What are the competencies, skills, knowledge adequate for W/O Psychology?

What is meant by competence, has been the departure. First, in English, French, Spanish, and German languages “competence” means “jurisdiction” and the consequence is exclusiveness. It is a way of acknowledging some kind of empowerment in a given field of expertise. This professional group is competent to deal with this kind of affairs. Typical cases are judges, physicians.

Second, competence also means knowledge-based expertise as a consequence of advanced training at the postgraduate level.

Third, competence also means skills in those languages such as French, Italian or Spanish where “skill” cannot be directly translated into a specific word.

McClelland in 1974 introduced the expression “general competence” as an alternative to “general intelligence” to avoid unwanted consequences of (a) IQ controversies, and (b) of low reliability and validity indices in the assessment of “achievement motivation”. Thus, the notion of competence in Personnel Psychology may be linked to the notion of “idiographic studies” launched by Allport, that is, case studies where $n=1$. The notion of competence sets aside the notion of homothetic approaches based on multivariate analysis of data where $n=5$ times the number of variables.

3. What are the criteria regulating educational market?

At first glance, we did not understand the question. Different interpretations were suggested. The doctoral degree in W/O Psychology may be considered the main criterion to regulate what may be considered an acceptable standard for the free mobility across countries. Other university degrees are adequate for regulating internal consumption. Our target is “the European Campus for Organizational and Work Psychology”. In this campus a Doctoral Degree may be adequate under the sponsorship of ENOP. Other bases of criteria mentioned were: the consequences of globalization, of NICT, of teamwork interaction and transactions.

WORKSHOP GROUP 4 REPORT: “DIDACTICS IN TEACHING OF W&O Psychology”

(submitted by DAVID GUEST)

The group was asked to address **three issues**

1. What is a W/O psychologist?

This implies an analysis of what is distinctive about a W/O psychologist. The group considered in particular how a W/O psychologist might be different from (a) a consultant and (b) a general psychologist. The preliminary conclusion with respect to (b) was that a W/O psychologist has a body of knowledge, skills and

attitudes that are shared in a general way with other psychologists but which, additionally and distinctively, are applied in the specific context of work and work-related settings. This requires distinctive knowledge about this specific application as well as about the context of work and work-related organizations. W/O psychologists can be distinguished from general consultants working in organizations by their possession of a distinctive set of knowledge and skills developed as a psychologist and as a W/O psychologist which help to provide mental models and approaches which are likely to focus on the individual in context and the individual at the point of departure. This implies a specific set of values, a personal identity and judgement that evolves out of a combination of knowledge, a distinctive perspective and experience.

2. What are the distinctive competencies of a W/O psychologist and how should they be developed?

This discussion was based largely on national experiences and highlighted considerable national differences. An initial discussion sought to identify the stakeholders who had an interest in effective development. It was agreed that the key stakeholders were students, educators and employers. In terms of *what* competencies, it was argued that in some countries at least, most psychology students wanted a general training and in particular some knowledge of clinical as well as W/O Psychology. A challenging issue concerned how much W/O Psychology should be included in the BSc or general education in psychology. If it was left until the specialist stage, there may be few students choosing it in preference to clinical psychology; there was a need to develop a positive interest in the specialism. There was little agreement on the distinctive competencies; they seemed to be an ability to relate core psychology knowledge and skills and specific W/O knowledge and skills to W/O settings. There was some agreement that the distinctive competencies are best acquired at the interface of knowledge, skills and attitudes and application. This implied a need for projects and internships as an essential complement to desk and laboratory learning. Experience suggested students liked internships. It was agreed that a key criterion was that the internship should be supervised by a psychologist. An outstanding issue was where presentational competencies might be developed.

3. What is the role of market regulation?

A distinction was drawn between the European market and the local national market. It was felt that employers wanted a locally-relevant qualification and that any European Diploma should be flexible enough to fit within national systems. However this raises issues of who accredits and the question of power and whether it resides at a European or national level as well as with academic or professional bodies. In practice, accreditation might be delivered at a European level through a European diploma, nationally through a legal process, academically through a qualification, professionally through meeting specified academic and practical experience and by industry through demonstrated competence to practice. By implication, power is diffused and lies primarily with those who provide “trade

marks” or access to employment/work. In the diverse range of national contexts, the group had some doubt about how effectively a pan-European diploma qualification can be imposed. This will only be achieved if it is recognized by national governments and by employers.

WORKSHOP GROUP 5 REPORT: “COUNTRY EXPERIENCE”

(submitted by Henk van der Flier)

In this workshop the main focus was on **country experiences**. The countries represented were **Ireland, Estonia, Turkey, Austria and The Netherlands**. A general conclusion was that there are large differences in the way the new Bachelor-Master system is being implemented in the various countries. Extremes are Turkey with a 4(BA) + 2(MA) system and The Netherlands with a 3(BA) + 1(MA) system, the most common system being 3(BA) + 2(MA). Advantages of the BA-MA system (apart from the harmonization of qualifications in the European area) are thought to be that it is motivating to bachelor students (providing them with a diploma after the bachelor phase) and that it allows for a clear distinction between courses on BA and MA level.

Question 1: What is a Work and Organizational psychologist?

The answer to this question has *two parts*:

1. There is not a defining moment for someone to be a W/O psychologist. It should be seen as a progression from BA to MA to experience in practice under supervision, etc. When one retires it may be possible to say “I was a W/O psychologist”.
2. For practical reasons formal requirements may be introduced (for allowing someone to use tests, etc.). The reference model provides us with a practical (and agreed upon) criterion for counting someone to be a W/O psychologist. It will be necessary to market the reference model as a requirement. Otherwise others will define these matters for us.

Question 2: What should be the profile?

The participants agreed that the reference model is not specific enough. With respect to the further development of the model different possibilities were suggested:

1. Further development from the point of view of competencies, however limiting the number of competencies and also looking at relevant market developments.
2. Extension of the model with module descriptions (aims and content) linked to competencies (content of modules may also change).

There were some differences in opinion about the number of different W/O master programs and the degree of specialization. If master programs are rather general (personnel psychology, work psychology, organizational psychology) there is the

danger of missing part of the market. Too specific master programs may lead to “educating technicians”.

Question 3: What are (or should be) the criteria according to which the market is regulated?

Some of the participants strongly felt that a regulating mechanism is required. ENOP, with the influential reference model might play a role in developing this. Their fear is that if a program has low quality but sounds nice, takes short time and is inexpensive it will have attracted a lot of students, before the market discovers that it is not ok. On the other hand there was the more Darwinian view that excellent programs will survive. Instituting an authority in this field may create inflexibility. It was concluded that ENOP should form a small group further developing the reference model along the lines indicated and leaving room for flexibility.

4. International Workshop

“Organizational, Work and Economic Psychology in Ukraine in the Context of European Integration”

The international workshop “Organizational, Work and Economic Psychology in Ukraine in the Context of European integration” took place in Kyiv on May 23-24, 2004.

The Workshop was held by the Ukrainian Association of Organizational and Work Psychologists in cooperation with the Institute of Psychology under the auspices of the European Network of Organizational and Work Psychologists.

The workshop was attended by *40 members* of the Ukrainian Association of Organizational and Work Psychologists who represented *12 regions of Ukraine*. The Universities of Dnipropetrovsk, Kamyanets-Podilsky, Kyiv, Lviv, Lugansk, Rivne, Simferopil, Sumy, Ternopil, Zaporizhyya as well as Post-Graduate Institutes of Teaching (Donetsk, Kyiv, Rivne) and other educational establishments took part in the workshop. Business sector was represented by psychologists who work for banks, insurance companies, managers training centers, publishing houses and joint ventures (Dnipropetrovsk, Donetsk, Kyiv, Simferopil).

The Invited Lecturers were: **Prof. Dr. Dr. h.c. Bernhard Wilpert** (Technische Universität Berlin, Institut für Psychologie und Arbeitswissenschaft, Germany), Member of the Coordination Committee (CoCo) of ENOP; **Prof. Dr. Vincent Rogard** (Université René Descartes UFR Psychologie, France), Member of the Coordination Committee of the ENOP; **Prof. Dr. Jose Maria Peiro** (Universidad de Valencia, Facultad de Psicología, Spain).

The purpose of the Workshop was to analyze the main approaches to and trends in the development of the Unified standards of work of O&W psychologists and unification of university courses in Psychology in the countries of the European Community as well as determination of effective ways and conditions of introduction of this program into Ukraine in order to promote integration of Ukrainian Psychological science into European space.

More specifically, **the objectives** of the Workshop were as follows:

1. To analyze the level of development of Organizational, Work and Economic Psychology in Ukraine as well as prospects of its development in the context of European integration.
2. To analyze the main approaches to training of O&W psychologists developed by the European Network of Organizational and Work Psychologists.

To study the European Curriculum in O&W Psychology, the Reference Model and Minimal Standards as well as possibilities of their application in Ukraine.

3. To analyze the standards of profession of O&W psychologists in relation to the main ideas of the European education and Diploma in Psychology as well as to determine the ways of their introduction into Ukraine.

4. To analyze experience of some European universities in training of O&W psychologists (Valencia University, University Rene Descartes – Paris) and consider the possibilities of using this experience in Ukraine.

5. To analyze some experience of European O&W psychologists in resolving practical problems of Economic Psychology.

6. To analyze the main deontological principles of work of O&W psychologists and possibilities of their application in Ukraine.

7. To analyze some real-life examples of resolving psychological problems in organizations in Ukraine and to determine the ways of improvement of services of O&W psychologists in Ukraine.

8. To develop and officially endorse the program ‘Development of Organizational, Work and Economic Psychology in Ukraine in the Context of European Integration’.

The numerous tasks of the workshop were reflected by its *very intense program*.

In keeping with the program, the **first day** of the workshop was dedicated to analysis and discussion of the problems related to European approaches to University programs in Psychology and possibilities of their application in Ukraine (tasks 1-4).

During the **second day** the workshop participants discussed the problems related to practical work of O&W psychologists in some European countries and Ukraine (tasks 5-8).

The Workshop was opened by **Prof. Dr. Lyudmila Karamushka**, President of the Ukrainian Association of Organizational and Work Psychologists, Head of the Laboratory of Organizational Psychology (Institute of Psychology, Kyiv), Member of CoCo ENOP, who welcomed the participants and wished them fruitful work on behalf of **Prof. Sergiy Maksymenko, Director of the Institute of Psychology**.

She appreciated Maison des Sciences de l’Homme and European Network of Organizational and Work Psychologists for the financial support of the Workshop and assistance in sponsoring the participation of three invited ENOP Members.

In the presentation “**Main Trends of the Development of Organizational, Work and Economic Psychology in Ukraine**”, **Prof. L.Karamushka** emphasised that the development of Ukrainian state and the prospects of its integration in the European Community set a number of complex social, political and economic tasks. Among them are tasks related to training of professionals in all social areas. Fulfilling these tasks is an important problem for the Ukrainian

psychological science, which has been developing both intensely and with apparent difficulties and contradictions.

Prof. L.Karamushka pointed out that finding the effective ways of training of O&W psychologists in Ukraine suggested, in particular, studying of the main approaches to activity standards of O&W psychologists in EC countries as well as determination of stages, ways and conditions of introduction of these standards into training of O&W psychologists in Ukraine. The key ‘starter’ in resolving this problem should be played by the workshop organized by the Ukrainian Association of Organizational and Work Psychologists in cooperation with the Institute of Psychology under the auspices of the European Network of Organizational and Work Psychologists.

Prof. L.Karamushka outlined the goals, main tasks and the structure of the Association. She also presented the results of research and practical activity of the members of the Association in 2003-2004. The invited ENOP guests as well as all Workshop participants received a *brochure in English ‘Ukrainian Association of Organizational and Work Psychologists’* (authors - L.M.Karamushka, A.V.Basina, G.L.Fedosova, O.A.Fil, O.F.Filatova, V.M.Ivkin, O.S.Kovalchuk, O.V.Kredentser, T.V.Zaichikova) contained detailed information about the Association, its achievements and planning activities. Besides, everybody received ‘*The English-Ukrainian Mini-Dictionary of Psychological Terms: Organizational and Economic Psychology*’ compiled by V.M.Ivkin in order to promote better understanding and communication.

Prof. Bernhard Wilpert in his presentation “**European Network of Organizational and Work Psychologists: Activity and Role in the European Integration. Overview of the European Curriculum in O&W Psychology: Reference Model and Minimal Standard**” dwelled upon the role of the European Network of Organizational and Work Psychologists in the process of European integration. He pointed out that ever since its establishment in 1980 ENOP had been providing organizational and work psychologists – teachers, researchers and practitioners – with a European co-operation framework to help deal with the new social and professional challenges spawned by European integration. The ENOP numbers 35 professors of Organizational and Work Psychology from 22 countries in Eastern and Western Europe. Membership requires affiliation with a university or an academic research institution in Organizational and Work Psychology, as well as active personal participation in the ENOP programs.

The leading organizational forms of ENOP activity, which promote European integration, are annual symposia on important problems of Organizational and Work Psychology held in Paris, thematic workshops (over 40 events have already been held), summer schools for young researchers, etc.

Prof. B. Wilpert said that Kyiv Workshop was the first one of this type in Eastern Europe and was a good example of ENOP activity in promoting European integration and cooperation between Eastern and Western Europe, and, in particular, in promoting cooperation between national universities, research institutions and national professional associations. He also said that he was

impressed by the information about the content and main activities of the Ukrainian Association of Organizational and Work Psychologists given by Prof. L.Karamushka.

Prof. B. Wilpert said that ENOP had been a pioneer with the Reference Model developed for the curriculum design for Work and Organizational Psychology undergraduate, master and doctorate programmers in early nineties. He outlined the history of the ENOP Reference Model during 1989-2004 and analyzed the content and main features of the Reference Model as well as the Reference Model in the ENOP Perspectives 2004-2006, and some problems of European space of Higher Education.

In order to share the information about the ENOP Reference Model and to determine possibilities of its application in Ukraine workshop participants were given a *brochure 'European Curriculum in O&W Psychology: Reference Model and Minimal Standard'* kindly provided by Maison des Sciences de l'Homme and ENOP.

Prof. Jose Maria Peiro in his presentation “**EuroPsyT& Europsych: A Framework for Curriculum Development. The European Diploma in Psychology**” analyzed the role and status of Psychology in a society under transformations as well as the role of Bologna Declaration (signed by 29 countries on June 19, 1999) to form the “European Higher Education” Area and its basic principles and tenets. The presenter considered the main approaches to education and training of Psychologists in Europe and noted a wide diversity in traditions, structure and models of education and training in Psychology across Europe. **Prof. J. M. Peiro** pointed out the role of the European Framework for Psychologists Training (1999-2001) and the European Diploma of Psychology (2001-2004), projects founded by Leonardo da Vinci Program, implementation of which were initiated by the European Federation of Professional Psychologists' Association. The presenter outlined its principles and analyzed the primary and enabling competencies of psychologists as well as noted an important role of supervised practice. He identified the main risks and opportunities that may come up during the realization of ideas and approaches of the European Diploma in Psychology.

Two other reports considered the application of the above mentioned strategic approaches to training of O&W psychologists at the **University Rene Descartes (Paris)** and the **University of Valencia (Spain)**.

Prof. Vincent Rogard in his presentation “**Introducing Bologna Approach in the Training of O&W Psychologists: Experience from University Rene Descartes (Paris)**” said that University Rene Descartes was founded in the 1970-s. The University enrolls about 32 000 students in medicine, law, human and social sciences, etc. 7 000 of them are in human and social sciences. In December, 2002 the University held the first meeting on the topic of LMD system (License (3 years' training), Master (5 years' training), Doctoral (8 years' training) according

to the Bologna European Agreement. In September 2004 LMD system was introduced in many universities in France including the University Rene Descartes.

Prof. V.Rogard analyzed some general principles of LMD system: 1) LMD is based on the European Credit Transfer System (ECTS) designed to facilitate students European mobility; 2) success in a teaching unit gives a standard number of ECTS to the student; 3) teaching units are organized on the basis of semester; 4) first three years (L = undergraduate program) do not include specialization but instruct students on general methodology and theories; 5) strong link between research and training; 6) more “own work” of the students; 7) more flexibility, more individualized training; 7) students at the level M1 (Masters with area specialization) have to design their “own route” by selecting teaching units inside one of the three main fields (Work Psychology and Social Life; Clinical Psychology, Psychopathology, Health; Cognition, Development, Education); 8) Level M2 (Research; Professional) is more restrictive in the choice of teaching units by students. Prof. V. Rogard analyzed the main didactic methods of ENOP Reference Model, as well.

Prof. Jose Maria Peiro in his presentation “**Training of O&W psychologists: Experience of Valencia University**” considered some aspects of work of the Faculty of Psychology at the University of Valencia (VU) (Spain). The Faculty which was created in 1983 has 2 350 students at 6 departments (Experimental Psychology, Research Methods in Behavioral Sciences, Psychobiology, Personality Assessment and Clinical Psychology; Developmental and Educational Psychology; Social and Organizational Psychology) and about 200 full-time tenured staff. Training of O&W Psychologists in the VU has three levels: Undergraduate training (Licenciatura); Master studies on Human Resources Management and Development; Doctoral program on O&W Psychology. The presenter analyzed some aspects of introduction of ENOP Reference Model into training of O&W Psychologists in the VU as well as considered work of O&W Psychology Research Unit of the VU and research methodology of Work, Organizational and Personnel Psychology.

Prof. J. M. Peiro discussed challenges and future developments in training of O&W psychologists: 1) Convergence towards a European Area of Higher Education. Spanish development and legislation; 2) Future advance towards Curricula design from an input and output (competencies) approach; 3) Quality assurance (National Agency for Quality and Accreditation): 4) Quality accreditation of Pre-graduate and Master studies.

Presentation of the strategic ideas and principles of training of O&W psychologists and their successful realization in EC countries raised great interest of the participants and ended up in a lively discussion with a number of questions, opinions, ideas and suggestions. It is noteworthy that the invited guests showed great interest in the topic as well. Thanks to the workshop, they had another good chance to analyze the situation and learn first-hand more details about training of O&W psychologists in some European countries.

The **second day** of the workshop was dedicated mainly to the analysis of practical activity of O&W psychologists.

Prof. J.M. Peiro in his presentation “**Quality of services and client satisfaction: Diagnosis and intervention**” determined some research principles and methodological approaches of Economic Psychology. He analyzed two general traditions in the research of quality of services and client satisfaction (cognitive and emotional approaches), the main service quality dimensions, the Triangle model of quality of the hotel service, inputs and outcomes in the Triangle model, measurement of the quality of services (measurement of inputs and outcomes).

Special attention was paid to analysis of the results of a study of quality of services and client satisfaction in the hotel service performed by a group of researchers headed by Prof. Peiro: 1) on the micro level (“gap” comparing client expectations – client perceptions); 2) on the meso level (“gap” comparing client perceptions – direct competitions; “gap” comparing client perceptions – segment expectations); 3) on the macro level (“gap” comparing client perceptions – general competitions). Prof. Peiro explained in detail about the intervention done in the organization in question as well as analyzed some problems and suggestions derived from the survey feedback application.

The report by Prof. Peiro was listened to with *great interest* as the problem of quality of services and client satisfaction in Ukraine is very important and still far from final solution.

Prof. V.Rogard dedicated his report “**The Main Trends of O&W Psychology and Deontological Problems**” to analysis of content and role of deontological principles in work of O&W psychologists. The presenter dwelled upon different understandings of deontology. He spoke about deontology as guiding rules and principles of the psychologist’s behavior within his/her relationship with people (clients, colleague) and society. Deontology is both a part of the building of a professional identity of psychologists and of a field of application.

Prof. V.Rogard analyzed the role and functions of The Professional Code: 1) it helps to share values between members of a profession (internal identity); 2) it provides guaranties to people who are in contact with a psychologist (external identity).

Special attention was paid to the work of *The French National Consultative Committee on Deontology of Psychologists (CNCDP)* which was created in 1997 after the new Code of Deontology had been written. Having been the *President of the Committee* since 2001, Prof. V. Rogard discussed about main deontological

problems related to work of O&W psychologists based on the experience of CNCDP. He pointed out that ethical sensitivity should be viewed as a core competence for O&W psychologists. This competence can be developed through the Reference Model using didactic methods (mainly simulation and case-studies). Due to the fact that the ethical issues are strongly related to culture, history and organization of a society each country may have different approaches and strategies to reach the goal of an ethical society.

The participants of the workshop came up with a suggestion to perform a comparative analysis of the Code of Ethics of the Ukrainian Psychologists Association written early 1990-s and the Codes of other European countries, in particular, that of France, in order to bring it in correspondence with the European Metacode adopted by the European Federation of Psychologists Associations (EFPA) in 1995.

A number of presentations made at the Workshop dealt with **diagnostic and counseling work and training of O&W psychologists and business managers in Ukraine:**

1. Marianna Tkalic (Zaporizhya State University, Zaporizhya): “Professional Self-actualization of Mid-level Managers in Business Sector and Some Problems of Training of Managers”. Analyzing foreign and Ukrainian approaches to the process of self-actualization, the presenter identified characteristics, levels and forms of professional self-actualization of mid-level managers in business sector. It was pointed out that self-actualization, being of a social nature, is a process of the most complete creative realization by an individual of his/her personal potentials (abilities, aptitudes, interests) in different areas of life (professional, family, social etc.) according to socially significant goals and values. An empirical research was done to determine the main problems of self-actualization of mid-level business managers in Ukraine. The researcher presented a training program of managers.

2. Vitaly Pankovets (Rivne State University, Rivne) in his presentation **“Training of Managers of Educational Organizations to Cope with Occupational Stress”** gave the results of a special empirical study performed in educational organizations in various regions of Ukraine. More than 20% of school principals involved in the study were found to have a high-level occupational stress, while 16% of the subjects suffered from the stress of a very high level. Psychological tension the subjects have at the workplace causes disorganization of their work and may be a source of their chronic diseases and permanent physical and mental exhaustion.

It means that occupational stress is a serious problem for educational organizations in Ukraine. It requires a creation of a special ‘anti-stress environment’ in educational organizations with a special anti-stress training of managers who are ‘the key figures’ in educational organizations. The presenter briefly characterized the content of the training program designed to teach

managers to prevent and cope with the job stress as well as reported the results of the program testing.

3. Olena Fil (Institute of Psychology, Kyiv): “Formation of the Competitive Team as an Important Aspect in the Work of O&W Psychologists”. The presenter dwelled upon team formation as an important aspect of management of the Ukrainian organizations of today. She analyzed intrinsic features of the team as a phenomenon as well as characteristics of the competitive management team which is the team of higher development. The researcher designed a technology of formation of a competitive management team which is a system of inter-related and consecutive training programs for managers and O&P psychologists for their joint work in the management teams. The technology includes the following trainings: a) Training of formation of psychological readiness of managers and O&P psychologists for their work in the management team; b) Training of partnership for managers and O&W psychologists who work together in the management team; c) Training of competitive interaction of different teams in the organization (training of inter-team cooperation).

4. Janna Serkis (Regional Psychological Center, Rivne): “Analysis of the Main Types of Organizational Culture and Some Problems of Training of Workers of Educational Organizations”.

The researcher presented the main procedures and results of adaptation of a foreign technique for diagnosing organizational culture of secondary schools in Ukraine. She identified the main types of organizational culture of Ukrainian educational organizations with authoritative cultures being predominant. The presenter emphasized the necessity of forming cultures of democratic and humanistic type. The researcher presented a technology of training of school principals to form school culture.

5. Tetyana Zaichikova (Institute of Psychology, Kyiv) in her presentation “Teachers’ Burnout and Training of Psychologists to Overcome it” pointed out that the profession of a teacher is one of the most ‘burning out’ out ones. Therefore the study of causes, symptoms and development of burnout in teachers is of paramount importance. In the research performed by the presenter took part 387 teachers from 20 schools in different parts of Ukraine. The application of the Test for Identification of the Level of Emotional Burnout developed by V.V.Boyko allowed to assess the syndrome by twenty key symptoms that are usually associated with its three components.

The research found that the dominating component of burnout in teachers was resistance, which, according to Boyko, is characterized by reduction of their professional duties, low interaction with colleagues and students as well as expansion of the sphere of economy of emotions, desire to be left alone and their inadequate emotional reactions, etc. 37.5% of the subjects were found to have a high level of development of the component in question whereas only 13.2% of the respondents manifested a high level of development of the first component of the

syndrome (tension), and 11.6% - a high level of the development of the third component (exhaustion). Thus, one can say that it is the second component of the syndrome that is most typical of burnout in teachers.

The research also determined a certain association of the burnout syndrome in teachers with such gender and socio-demographic characteristics of an individual as sex, marital status, number of children in family, etc.

The obtained data prove the necessity of introduction of a special technology of burnout prevention and overcoming developed by the presenter into schools.

6. Oksana Kredentser (Institute of Psychology, Kyiv): “Role of economic psychology in the system of specialists training”.

The presentation dealt with the subject-matter of Economic Psychology and the role of the field in economists' and psychologists' training in Ukraine. The researcher presented a complex model of economic socialization of young people and a model of economists' and psychologists' training in Economic Psychology. A course in Economic Psychology as well as ways of its introduction into the system of training of economists and psychologists are presented.

Finally, **Prof. L.Karamushka** has presented the draft “**Program of Development of Organizational, Work and Economical Psychology in Ukraine in the Context of European Integration (2004-2008)**” to the participants. It is expected that the draft Program will be discussed and endorsed at the forthcoming Conference of the Ukrainian Association of Organizational and Work Psychologists. Integral part of the program are regular holding of international seminars and workshops in Ukraine, participation of Ukrainian psychologists in international projects, retraining of Ukrainian psychologists in European universities, etc.

Workshop participants have received special Certificates of participation and successful completion of the Workshop. **Prof. Bernhard Wilpert, Prof. Vincent Rogard, Prof. Jose Maria Peiro were elected as Honorary Members of the Ukrainian Association of Organizational and Work Psychologists.**

The Workshop, besides its two main working days, included additional *social program* which allowed the guests to visit historical and cultural places of Kyiv.

It is noteworthy that the Workshop developed friendly and productive atmosphere that enabled the guests from Western Europe and Ukrainian psychologists to come to know each other and express their thoughts and opinions in an easy-going and unrestrained manner.

*The Workshop Organizing Committee would like to acknowledge the assistance of **Maison des Sciences de l'Homme** and **European Network of Organisational and Work Psychologists** in sponsoring 1st International Workshop*

'Organizational, Work and Economic Psychology in Ukraine in the context of European integration'

*The Workshop Organizing Committee would like to thank **Maurice Aymar**, Director of **Maison des Science de l'Home**, and **Anne Rocha Perazzo**, coordinator of **ENOP**, for their precious help in organizing the workshop.*

*The Workshop Organizing Committee is grateful to **Prof. Bernhard Wilpert**, **Prof. Vincent Rogard** and **Prof. Jose Maria Peiro** for their participation in the Workshop, high professional level of their presentations, friendly attitude, and selfless volunteer work that will promote development of Organizational and Work Psychology in Ukraine.*

*Workshop Organizing Committee would like to thank **Prof. Erich Kirchler** who took an active part in organizing the Workshop.*

Submitted by:

Prof. Dr. Lyudmila Karamushka, President of the Ukrainian Association of Organizational and Work Psychologists, Chair of the Workshop Organizing Committee;

Volodymir Ivkin, **Tetyana Zaichikova**, **Olexandre Kovalchuk**, **Hanna Fedosova**, **Olena Fil** and **Oksana Kredentser**, Members of the Executive Board of the Ukrainian Association of Organizational and Work Psychologists, Members of the Workshop Organizing Committee.

5. ENOP-Members Research Interests and Publications

In this section you will find a list of 35 ENOP members, their addresses and research topics as well as publications dated 2003 and 2004 indicated by the members.

1. Agervold, Mogens. Institute of Psychology, University of Aarhus, Asylvej 4 DK-8240 Risskov. Denmark (Tel. + 45 8942 4980; Fax. + 45 8942 4901; agervold@psy.au.dk)

2. Antalovits, Miklos. Budapest University of Technology and Economics, Department of Ergonomics and Psychology, Egri J. u. 1. E. III. 11, Budapest, H-1111 Hungary (Tel. +36 14632654; Fax: +36 14632106; e-mail: antalovits@erg.bme.hu).

Research topics:

Impacts of IT on work; skill development by using simulators; product and system ergonomics.

Recent publications:

Antalovits, M., Izsó, I. (2003). Assessment of Crew Performance and Measurement Mental Effort in a Cognitively Demanding Task Environment. (In:) Hockey, G.R.J. Gaillard, A.W.K. Burov, O. (eds.) Operator Functional State. The Assessment and Prediction of Human Performance Degradation in Complex Tasks. IOS Press, Amsterdam. pp. 284-290.

Antalovits M. (2003). A munka- és szervezetpszichológia az ezredfordulón: vázlatos hazai és nemzetközi helyzetkép. (*State of affairs of Work- and Organizational Psychology in the millennium*) In Hungarian. Alkalmazott Pszichológia, V/3-4. 147-169.

3. Avallone, Francesco. Facoltà di Psicologia 2, Università "La Sapienza" di Roma, Italy. (Tel.: +39/06/49917881; Fax: +39/06/35500702; e-mail : Francesco.Avallone@uniroma1.it).

4. Bouwen, Rene. D. Work and Organisational Psychology. Catholic University Leuven, 102 Tiensestraat, B-3000 Leuven, Belgium (Tel. +32 16 326056; Fax: +32 16 326055; e-mail: rene.bouwen@psy.kuleuven.ac.be).

Research topics:

Organizational innovation, change strategies, organisational culture, conflict management, group effectiveness and development, multi-party collaboration.

5. Guest, David. The Management Centre, King's College, London, 150 Stamford Street, London SE1 9NN, UK. (Tel. & Fax. +44 207 8483723; e-mail: david.guest@kcl.ac.uk).

Research topics:

Employment contracts, psychological contracts and well-being; human resource management and performance; careers and commitment; the changing nature of employment relations.

Recent publications:

Humphrey, C., Ehrich, K., Kelly, B., Sandall, J., Redfern, S., Morgan, M. and Guest, D. (2003). Human resource policies and continuity of care. *Journal of Health Organization and Management*, 17, 2, 102-121.

Guest, D., Redfern, S., Wilson-Barnett, J., Peccei, R. Rosenthal, P., Dewe, P. and Evans, A. (2003). An evaluation of the introduction of a newly created job: The case of nurse, midwife and health visitor consultants in the UK National Health Service". In J. Hellgren, K. Naswall, M. Sverke and M. Soderfeldt (eds). *New Organizational Challenges for Human Service Work*. Berlin: Rainer Hampp Verlag. 27-44.

Guest, D., Michie, J., Conway, N. and Sheehan, M. (2003). Human resource management and corporate performance in the UK. *British Journal of Industrial Relations*, 41, 2, 291-314.

6. Haukedal, Willy. Institute for Psychosocial Sciences, University of Bergen, Christiegt. 12, N-5015 Bergen, Norway. (Tel. +47 55589078; Fax: +47 55931344; e-mail: willy.haukedal@psych.uib.no).

Research topics:

Leader psychology, production of knowledge workers. Leadership and autonomous work.

7. Hurley, John J. P. Business School, Dublin City University, Dublin 9, Ireland. (Tel. +353 1 7005224; Fax: +353 1 7005446; e-mail: john.hurley@dcu.ie; web-site of institution: <http://www.dcu.ie/~business/research/staff/jh/index.htm>).

Research topics:

Organizational correlates of Scientific Discovery; technology and organization, Organization and University development and change

Recent publications:

Hurley, J. (Ed) (2003). *Scientific Research Effectiveness: The Organizational Dimension*. Kluwer Academic, Dordrecht

8. Johansson, Gunn. Department of Psychology, Stockholm University, S-106 91 Stockholm, Sweden. (Tel. +46 8 163900; Fax: +46 8 1593 42; e-mail: gi@psychology.su.se; web-site: www.psychology.su.se/units/ao).

Research topics:

Biopsychosocial study of work, stress, and health; women's career patterns, work-life balance; burnout and chronic stress.

Recent publications:

Isaksson, K. & Johansson, G. (2003). Managing older employees after downsizing. *Scandinavian Journal of Management*, 19, 1-15.

9. Kantas, Aristotelis. University of Patras, Department of Business Administration, Rio, Patras, 26500, Greece. (Tel./Fax: +30 61 996377; e-mail: kantas@upatras.gr).

Research topics:

Career development; personnel selection; stress and burnout.

10. Karamushka, Lyudmila. Institute of Psychology, Laboratory of Organizational Psychology. 2 Pan'kivska Str. 01033 Kyiv, Ukraine. (Tel: +38 044 244 37 19, Fax: +38 044 4509816; e-mail:

LKARAMA01@yahoo.co.uk)

Research topics:

Organizational innovation, organizational climate and culture; conflict management; leadership in educational and other organizations.

Recent publications:

Karamushka L. (Ed.) (2003). Educational management. - Kyiv: Educational word. 400 p.

Karamushka L. (2003). Management Psychology. - Kyiv: Millennium. 345 p.

Karamushka L. (Ed.) (2004). Burnout Syndrome and Professional Career in Educational Organizations: Gender Aspects.- Kyiv: Millennium. 262 p.

11. De Keyser, Veronique. Faculté de Psychologie, Université de Liège, 5 Bd du rectorat, B-32, Sart Tilman Liege 1, Belgium (Tel. +32 4 3662013; GSM +32(0)75691224; e-mail: vdekeyser@ulg.ac.be).

Research topics:

Human reliability, stress, work safety, time, cognitive ergonomics, anesthesiology, aeronautics.

12. Kirchler, Erich. Department of Psychology. Unit of Applied and Clinical, Psychology. University of Vienna. Universitaetsstrasse 7; A-1010 Vienna. (Tel. +43 1 427747880; Fax: +43 1 427747889; e-mail: erich.kirchler@univie.ac.at; <http://www.univie.ac.at>).

Research topics:

Economic psychology; household decision making; tax behavior; advertising.

Recent publications:

Kirchler, E. & Schrott, A. (2003). Entscheidungen in Organisationen. Arbeits- und Organisationspsychologie 4. Wien: WUV. (Russian edition 2003)

Kirchler, E., Meier-Pesti, K. & Hofmann, E. (2004). Menschenbilder in Organisationen. Arbeits- und Organisationspsychologie 5. Wien: WUV. (Russian edition 2004)

Kirchler, E. & Mühlbacher, S. (2004). Steuern: Zur Psycho-Logik des Widerstandes. *Psychologie in Österreich*, 24, 1-6 & 8.

13. Konrad, Edvard. University Ljubljana, Department of Psychology, Askerceva 2, 1000 Ljubljana, Slovenia (Tel: +386-1-241-1162; Fax: +386-1-125-9301; e-mail: edvard.konrad@ff.uni-lj.si).

Research topics:

Organizational climate and culture; work motivation; careers; leadership.

Recent publications:

Konrad E. (2003). Occupational safety and organizational learning. V: Zbornik referatov. Ljubljana: Univerza v Ljubljani, Fakulteta za kemijo in kemijsko tehnologijo, Oddelek za tehniško varnost.

14. Kouabenan, Rémi. Université Pierre Mendès, UFR SHS, Département de Psychologie, BP 47, 38040, Grenoble II, Grenoble Cedex 9, France (Tel. 04 76 82 56 29 (office); 04 76 22 85 07 (home); fax: 04 76 82 56 65; E-mail: Remi.Kouabenan@upmf-grenoble.fr)

Research topics:

Health and safety: Accident analysis, risk perception (main topic). Analysis of cognitive processes at work (including the organization of the work, social relations management, communication, management of change, of working conditions, and of quality, etc.). Social and professional integration of disabled people or people having some difficulties to integrate the social network (example: young men, delinquents, etc.)

Recent publications:

Kouabenan, D.R. & Dubois, M. (2003) (s/direct. de). *Les risques professionnels : évolution des approches. Nouvelles perspectives*. Toulouse: Editions Octarès

Kouabenan, D.R., Conche, P., & Ceccon, C. (2003). Les pratiques de prévention dans une entreprise nucléaire : vers une approche humaine et psychologique de la sécurité. In D.R.

Kouabenan, & M. Dubois (coord.), *Les risques professionnels: évolution des approches. Nouvelles perspectives (pp. 121-135)*. Toulouse: Editions Octarès.

Kouabenan, D.R., & Caroly, S. (2004). L'intervention ergonomique. In V. Cohen-Scali (s/direction de). *Les Métiers en Psychologie Sociale et du Travail (pp. 193-218)*. Paris: In Press Editions.

15. Leonova, Anna. Department of Work and Organizational Psychology, Moscow State University, 8/5 Mockovskaya Str., 103009 Moscow, Russia. (Tel. +7 095 2033123; Fax: +7 095 9280830; E-mail: aleon@chair.cogsci.msu.su).

Research topics:

Occupational health, stress at work, job safety and well-being, personnel selection, professional competence

16. Manzey, Dietrich. Technische Universität Berlin. Institut für Psychologie und Arbeitswissenschaft, FG Arbeits- und Organisationspsychologie. Marchstr. 12, Sekr. F7.D-10587 Berlin. Germany. (Tel.: 030 - 31421340; Fax: 030-31425434; Email: dietch.manzey@tu-berlin.de).

17. Nachreiner, Friedhelm. Carl von Ossietzky Universitaet, Oldenburg, Arbeits- und Organisationspsychologie, P. O. Box 2503, D-26111 Oldenburg, Germany. (Tel. +49 441 7983811; Fax: +49 441 7983865; e-mail: friedhelm.nachreiner@uni-oldenburg.de; web-site of institution: <http://www.uni-oldenburg.de/psychologie/aundo/aundo.html>)

Research topics: Mental work-load, hours of work (especially shift work), ergonomics, human reliability.

18. Ohlsson, Kjell. Division of Industrial Ergonomics, Department of Mechanical Engineering and Division of Human Cognition, Department of Computer Science, Linköping Technical University, S-58183 Linköping, Sweden. (Tel. +46 13 281687, 13 283157; GSM: +46 70 5174435; Fax: +46 920 91030; e-mail: kjeoh@ida.liu.se).

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Research topics:

Climate formation in organizations; leadership, interaction and structures; teams and teamwork mediated by new information technology; work socialization of youth; collective stress and

burnout as emotional climate in organizations and work units; service organizations: management, quality of services and customers satisfaction.

Recent publications:

Peiro, J.M. & Mella, J.L. (2003). Formal and informal interpersonal power in organisations: testing a bifactorial model of power in role-sets. *Applied Psychology: an international review*, 52 (1), 14-35.

Peiro, J.M., Martinez-Tur, V. (2003). Applied Fields: Organisations. En R. Fernandez-Ballesteros (Ed.), *Encyclopaedia of Psychological Assessment*, Sage Publications, London, 2003.

20. Prieto, José, M. Department of Individual Differences and Work Psychology, Universidad Complutense, Fac. Psicología, Campus Somosaguas, E-28223 Madrid, Spain (Tel. +34 91 3943236; Fax: +36 91 3943189; e-mail: jmprieto@psi.ucm.es).

Research topics:

See the following internet sites:

<http://www.ucm.es/info/Psyap/>; <http://www.ucm.es/info/Psyap/enop/>; <http://www.cop.es/>

<http://www.iaapsy.org/>; <http://forteza.sis.ucm.es/dpto/>; <http://www.ucm.es/Prieto/>

<http://www.recol.es/>

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Research topics:

Human System Audit, Quality of Human Resource Management Systems; psychosocial processes in organizations, psychological processes of individuals (self-efficacy, instrumentality, equity, role conflict, etc.); "Human Resources Quality".

22. Ratajczak, Zofia. University of Silesia, Institute of Psychology, Grazynskiego, 53, 40-126 Katowice, Poland. (Tel.: +48 32 2589-933; Fax: +48 32 2599-605; E-mail: zofrataj@US.EDU.PL).

Research topics:

Psychology of unemployment.

23. Robertson, Ivan. Manchester School of Management, UMIST, PO Box 88, Manchester, M60 IQD, Great Britain. (Tel.: +44 161 200 3443; Fax: +44 161 200 3518; e-mail: ivan.robertson@umist.ac.uk, web-site of institution: <http://www.umist.ac.uk>, web-site of SHL Research Centre: <http://www.shlgroup.com>)

Research topics:

Personnel selection and assessment; psychological assessment; individual differences; personality and work performance.

24. Rogard, Vincent. Université René Descartes, UFR Psychologie, Laboratoire d'Ergonomie Informatique, 71 avenue Edouard Vaillant, 92774 Boulogne-Billancourt cedex France (Tel: 01 55 20 57 38; E-mail: rogard@psycho.univ-paris5.fr). web-site of institution: <http://www.univ-paris5.fr>).

Research topics:

Ergonomic approach to managers' activities; activity analysis and professional selection.

Recent publications:

Rogard, V. (2003). Rôles et statuts. In A. Trognon, J. Allouche, & P. Louart (Eds.), *Encyclopédie des Ressources Humaines*. (pp. 1327-1339), Paris: Vuibert.

Rogard, V. (2003). Relation de service et motivation au travail pour les postes de contact avec le public dans les services de l'Etat. In T. Devilliers (Ed.), *La motivation au travail dans les services publics*. Paris: L'Harmattan.

Rogard, V. (2004). Cadres, Leaders et managers: Activités et influence. In E. Brangier, A. Lancry, & C Louche (Eds), *Manuel de psychologie du travail*, Nancy: Presses Universitaires de Nancy (in press).

25. Sarchielli, Guido. University of Bologna, Dipartimento di Scienze dell'Educazione, Via Zamboni 34, I-40126 Bologna, Italy (Tel. +39 051 2098466; Fax: +39 051 228847; e-mail: sarchiel@scform.unibo.it).

Research topics:

Organizational socialization; time perspective and work; unemployment, professional competencies; psychology of professions.

26. Schaufeli, Wilmar. Utrecht University, Social & Organizational Psychology, P.O.Box 80.140 5808 TC Utrecht (Tel. +31 30 253 9216; Fax: +31 30 2537482; e-mail: w.schaufeli@fss.uu.nl)

Research topics:

Occupational health psychology, particularly: job stress and burnout, engagement and work pleasure, absenteeism, fairness.

Recent publications:

Bakker, A.B., Demerouti, E., De Boer, E., & Schaufeli, W.B. (2003). Job demands and job resources as predictors of absence duration and frequency. *Journal of Vocational Behavior*, 62, 341-356.

Bakker, A.B., Demerouti, E, Taris, T., Schaufeli, W.B. & Schreurs, P.J.G. (2003) A Multi-group analysis of the Job Demands-Resources Model in four home-care organizations. *International Journal of Stress Management*, 10, 16-38.

Le Blanc, P.& Schaufeli, W.B. (2003). Burnout among oncology care providers: Radiation assistants, physicians and nurses. In M.F. Dollard, A.H. Winefield & H.R. Winefield (Eds.). *Occupational stress in the service professions* (pp. 143-167). London: Taylor & Francis.

27. Sinangil, Handan Kepir. Marmara University, Faculty of Economics & Administrative Sciences, Dept. of Business Administration, 81040 Goztepe / Istanbul, Turkey. (Tel.: (W) +90 (216) 3365273, (H) +90 (216) 432 3036; Fax: (W) +90 (216) 3458629; (H) +90 (216) 432 3146; (GSM) +90 (532) 2667037; E-mail: sinangil@boun.edu.tr)

Research topics:

The Human side of Mergers and Acquisitions, leadership in organizations, organizational culture and change, organizational development, expatriate management, performance appraisal and management.

Recent publications:

Sinangil, H.K. (in press). Individual-Management-Culture-Strategic Communication in Mergers and Acquisitions. In: H. Sümer, H. Pernsteiner (Eds) Fusion, Istanbul: Alfa Pub. Com.

F. Avallone , H.K. Sinangil & A. Caetano (Eds) (2003). Identity and Diversity in Organizations, Milano, Guerini Studio.

Sinangil, H.K. & Ones, D.S. (2003). Gender Differences in Expatriate Job Performance, *Applied Psychology: An International Review*, Vol. 52, 3 July. 461-475.

28. Sverko, Branimir. Department of Psychology, University of Zagreb, Luciceva 3, 10000 Zagreb, Croatia (Tel. +385 1 6120-216; Fax +385 1 6120-037; e-mail: bsverko@ffzg.hr).

Research topics:

Work values in cross-cultural perspective; job satisfaction; job involvement; ability assessment and selection procedures; occupational analysis.

Recent publications:

Galešić, M., Maslić-Seršić, D. i Šverko, B. (Ur.) (2003). *Psihološki aspekti nezaposlenosti* (Psychological Aspects of Unemployment). Odsjek za psihologiju Filozofskog fakulteta, Zagreb 2003. CD rom (e-book), also available at URL <http://mjesece.ffzg.hr/nezaposlenost/>

Šverko B.(2003) Novije spoznaje o valjanosti selekcijskih metoda: od doctrine o situacijskoj specifičnosti do postavke o generalizaciji valjanosti (New insights into the validity of selection methods: from the doctrine of situational specificity to the idea of validity generalization). *Suvremena psihologija*, 6, 293-314.

29. Teichmann, Mare. Technical University of Tallinn, 5 Ehitajate Tee, EE-0026 Tallinn, Estonia. (Tel. +372 2 6202650; Fax: +372 2 6202020; e-mail: pekonsult@trenet.ee).

Research topics:

Stress and burnout at work, personnel selection, quality of life (WHO topics), work motivation, organizational culture and values exchange at international companies.

Recent publications:

Teichmann, M., Spector, P. E., Cooper, C. L., Sparks, K., Bernin, P., Büssing, A., Dewe, P., Lu, L., Miller, K., Renault de Moraes, L., O'Driscoll, M., Pagon, M., Pitariu, H., Poelmans, S., Radhakrishnan, P., Russinova, V., Salamatov, V., Salgado, J., Sanchez, J. I., Shima, S., Siu, O. L., Stora, J. B., Theorell, T., Vlerick, P., Westman, M., Widerszal-Bazyl, M., Wong, P., & Yu, S.(2003), Estonian Civil Servants Managerial Stress (Longitudinal Study). 11-th European Congress on Work and Organizational Psychology, Abstracts; 14-17 May 2003, Lisboa, Portugal.

Teichmann, M. (2003). W/O Psychology Knowledge Transformation for Users, VIII European Congress of Psychology, Abstracts, Vienna, 2003.

Teichmann, M. (2003). Work stress among Estonian Office Workers (longitudinal research 1997 and 2002), 1-st International Human Resource Management Research Conference in Estonia, People Friendly Management, Inimkeskne juhtimine, Tallinn, 6.11.2003.

30. Teikari, Veikko. HUT, Laboratory of work psychology and leadership, Spektri Duo, Box 9500, SF-02015 TKK, Finland (Tel. +358 9 4513650; Fax: +358 9 4513665; e-mail: veikko.teikari@hut.fi).

Research topics:

Management of change, tools for development, development of knowledge products, group work, simulation games, process management.

Recent publications:

Mantere, S., Hämäläinen, V., Aaltonen, P., Ikävalko, H. & Teikari, V. (2003). Organisaation strategia to teuttaminen (how to implement the organizations strategy). Helsinki: Edita, p. 146.

31. Trentini, Giancarlo. University of Venice, Ca' Foscari, Palazzo Nani Mocenigo, Dorsoduro 960, I-30123 Venice, Italy (Tel. +39 041 2577220; Fax: +39 02 866677; e-mail: gtrentin@unive.it).

Research topics:

Group and leadership, general and specific interview, values and work, institutional fundamentals of interview in organizational research and intervention.

32. Van der Flier, Henk. Department of Work and Organizational Psychology, Vrije Universiteit, Van der Boechorststreet 1, 1081 BT Amsterdam, The Netherlands (Tel.: +31 20 4448712; Fax: +31 20 4448702; e-mail: H.van.der.Flier@psy.vu.nl; web-site of institution: <http://www.psy.vu.nl/onderzoek/instituut/soap/>, or www.psy.vu.nl/onderwijs/index.html, or www.psy.vu.nl/vakgroepen/ao/)

Research topics:

Personnel selection, fairness, work conditions.

33. Vartiainen, Matti, Laboratory of Work Psychology and Leadership, Department of Industrial Engineering and Management, Helsinki University of Technology, P.O.Box 9500; Metsäneidonkuja 6; FIN-02015 HUT Helsinki. (Tel: +358-9-4513660; Mobile: +358-50-553380; Fax: +358-9-4513665; e-mail: matti.vartiainen@hut.fi; <http://www.knowledge.hut.fi/projects/itss/>
<http://www.palkitseminen.hut.fi/>

<http://www.eawop.org>

<http://www.uta.fi/conference/rwl/>)

Research topics:

Organizational innovations, dispersed teams and projects, project memory, knowledge and learning in projects, inter-organizational learning mechanisms, knowledge support systems, total reward system

Recent publications:

Arnkil, R., Rissanen, P., Pitkänen, S., Piirainen, T., Koski, P., Berg, P., Vartiainen, M., Gustavsen, B., Ekman Philips, M., Finne, H. & Riegler, C. (2003) The Finnish Workplace Development Programme A Small Giant? Evaluation Report. Helsinki: Ministry of Labor. 212 p.

Hakonen, M., Vartiainen, M. & Kokko, N. (2004) Origin of trust in dispersed teams. *Psykologia* 39, 2, 125-133. (In Finnish)

Lahti, C., Tarumo, S. & Vartiainen, M. (2004) Development of pay systems. Helsinki: Edita. 171p. (In Finnish)

34. Wilpert, Bernhard. Technische Universität Berlin, Institute of Psychology, Franklinstr. 28, FR 3-8, 10587 Berlin (Tel. +49 30 314-22915; Fax +49 30 314-25274; e-mail: bernhard.wilpert@tu-berlin.de;

web-site of institution: <http://www.tu-berlin.de/fb11.aopsych/fss/index.html>

Research topics:

System Safety of high hazard organizations.

Recent publications:

N.Itoigava, B.Fahibruch & B.Wilpert (Eds) (2004). Emerging Demands for the Safety of Nuclear Power Operations. Bacon Rouge, FL CRC Press.

35. Zijlstra, Fred University of Surrey, Department of Psychology, GU2 8XH GUILDFORD, Surrey, UK (Tel.: 44 1483686945, E-mail: f.zijlstra@surrey.ac.uk).

Research topics:

Regulation of effort investment, and recovery after work; job rehabilitation and work resumption of people with stress-related mental health problems (burn out, etc.)

Recent publication:

Dormann, C., and Zijlstra, F.R.H., (2003). High on technology, low on emotions. *European Journal of Work and Organizational Psychology*. Vol. 12(4), pp. 305-312.

Dormann, C., and Zijlstra, F.R.H., (Eds.). (2003). Psychological Aspects of working in Call Centres. London: Taylor and Francis.

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21. Louche, Claude. Psychologie du Travail et des Organisations, Université Paul Valéry, Route de Mende, F-34199-Montpellier Cedex 5, France. (Tel. +33 4 67142174; Fax: +33 4 67142052; e-mail louche@danaid.univ-montp3.fr).

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25. Roe, Robert A. Tilburg University - WORC / Department of Psychology, P.O. Box 90153, 5000 LE Tilburg, The Netherlands. (Tel: +31.13.4662493 (-2480); Fax: +31.13.2442370; e-mail: R.A.Roe@kub.nl, web-site of institution: <http://www.kub.nl>)

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36. Zabrodin, Yuri. Ministry of Labor, 1 Birjevaya sq., 103706 Moscow, Russia. (Tel. +7095 2988564; Fax: +7 095 9256227; e-mail: magister@glasnet.rk).