

EUROPEAN NETWORK
OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

ENOP

NEWSLETTER

No. 48

WEB ADDRESS

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(BY JOSÉ MARIA PRIETO)

JANUARY, 2005

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ENOP NEWSLETTER No. 48

JANUARY, 2005

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1. Editorial

Dear Colleagues,

This newsletter provides information about decisions taken at the CoCo meeting in Paris, September 24, 2004. You will also find the preliminary programme of the ENOP symposium to be held in Paris, 2005. In addition, the newsletter includes some teaching modules which can be considered as examples of the "content" of ENOP Reference Model (materials collected from different universities by a task group, nominated at the business meeting in 2004).

Finally, you will find updated contact information of the ENOP members, résumés of their research activities and publications in 2003-2004, and some other helpful information.

With best wishes,

Lyudmila Karamushka
Kyiv, January 2005

P.S. Special thanks to Erich Kirchler for helpful consultation regarding content of the newsletter.

2. CoCo-Meeting, September 2004

The CoCo-Meeting took place in Paris, on September 24, 2004. Bernhard Wilpert, Vincent Rogard, Erich Kirchler, Matti Vartiainen, and Lyudmila Karamushka participated in and discussed the following topics:

- a) Situation in MSH
- b) The project of Network of Excellence based on ENOP
- c) Summer school
- d) ENOP web-site and ENOP Newsletter
- e) Postgraduate education
- f) ENOP reference model development
- g) ENOP new members
- h) Congresses, workshops, conferences
- i) Publications
- j) Symposium –2005
- k) Budget
- l) Business meeting 2005
- m) Other business

a) Situation in MSH:

Vincent Rogard has informed that by the end of 2004 Monsieur Maurice AYMAR, Directeur Maison des Sciences de l'Homme is going to retire and leave MSH soon. It may have some influence on ENOP activities. The new agreement between MSH and ENOP has to be prepared. In this regard, *Bernhard Wilpert and Vincent Rogard* taken responsibility to prepare a conceptual paper “New perspectives of developments of ENOP” for next years. It was agreed that this document will be focused at following key directions of the ENOP activity: i) research, ii) exchange of students, iii) summer schools.

b) The project of Network of Excellence based on ENOP:

Bernhard Wilpert and Vincent Rogard have reported that, regretfully, the Project of Network of Excellence based on ENOP was rejected by the EC at the beginning of July, 2004. According to giving explanation, the main reason of rejection is that proposals did not meet requirements in terms of interdisciplinary relationship. The ENOP will look for other opportunities to get support for its activities. Therefore, efforts will be focused at: a) other forms of research activities – development of small projects under umbrella of ENOP in key scientific areas (for example, “Safety group”, “Nuclear group”, etc.) and getting grants from national sources; b) revise developed project proposals, prepare new one and resubmit to the EC taking into account previous experience. *Bernhard Wilpert* proposed to organise working meetings of participants of these groups in nearest future.

During October, Matti Vartiainen studied the possibilities for ENOP to participate in EU's 6th framework programme (FP6) “Integrating and Strengthening the European Research Area”. He informed that only Priority 7 can be considered as relevant for ENOP activities (Citizens and Governance in a knowledge based society. Work Programme 2004 – 2006. 2.2 Topics for

Specific targeted research projects and Co-ordination Actions. 2.2.1. Societal trends, quality of life and public policies). Deadline of this call is 13th April 2005.

Opportunities for new ENOP projects development will be discussed at Business Meeting in 2005.

c) *Summer school:*

Vincent Rogard informed that the next ENOP summer school has been planned to be held in Valencia, Spain, in 2006. *José Mario Piero* started the preparation of summer school. The issue of funding of this important scientific event is in process of consideration.

d) *ENOP web-site and ENOP newsletter:*

Vincent Rogard reported about expected reorganisation of ENOP web-site. José Maria Prieto with support of his University (Madrid, Spain) will be responsible for redesigning of ENOP web-site according to modern IT requirements. This issue will be discussed at the business meeting.

Lyudmila Karamushka will keep her responsibility for newsletter preparation. It was agreed that Newsletters will be placed on the ENOP web-site. *Lyudmila Karamushka* informed that next ENOP Newsletter will be prepared in January, 2005. ENOP newsletter has a new design starting from issue # 47.

e) *Postgraduate education:*

Vincent Rogard reported that he will organise the Doctoral colloquium in September 2005. 15 PhD students will participate in this one-week event. The main goal of this colloquium – exchange of experience and discussion of activities concerning preparation of PhD thesis. Colloquium will be organized by the University René Descartes - Paris V and the European Network of Work and Organizational Psychology in co-operation with the Maison des Sciences de l'homme and with the support of the French Ministry of Education and Research. Calls about colloquium will be sent to ENOP members in December, 2004 –January, 2005.

f) *ENOP Reference model:*

- The CoCo discussed proposal and agreed to organize *special interactive session* 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. *John Hurley, René Bowen, and Erich Kirchler* will be responsible for this session.
- The CoCo discussed proposal and agreed to publish in Newsletter # 48 some teaching modules which can be considered as an examples of the "content" of ENOP reference model. *John Hurley, René Bowen, and Erich Kirchler* have collected 8 examples of working modules from ENOP members. This modules are represented in this Newsletter.
- The *special session "The Reference Model in practice"* will be included in the Programme of ENOP Symposium 2005. *Rene Bouwen and John Hurley* are responsible for preparation of this session. The purpose of the session is to discuss the opportunities, difficulties and

challenges of the introduction of the Reference Model in the teaching of W/O Psychology in countries of ENOP members. Outlines of courses based on the reference model in the three areas will be presented: i) Work Psychology; ii) Personnel Psychology; iii) Organizational Psychology. It is expected that discussions at the session will be focused at following topics: i) How to harmonise credits between educational systems in different countries? ii) How to allocate credits to different aspects of educational activities such as the project, supervised training (stages)?, etc. The session seeks to involve the experience of all those presented in agreeing and advancing certain modes of design of a reference model based degree.

g) ENOP new members:

António Caetano (Portugal) and *Eva Bemberg* (Germany) are accepted as new ENOP members. They will be invited to participate in the ENOP Symposium 2005.

h) Congresses, workshops and conferences:

- *Bernhard Wilpert* reported about **ENOP sponsored workshop in Kiev**. With the support from the Maison des Sciences de l'Homme, Lyudmila Karamushka, President of the Ukrainian Association of Organizational and Work Psychologists, organized an international Workshop on European aspects of Work and Organizational Psychology from May 22-25, 2004. Three invited speakers gave presentations to more than 40 Ukrainian participants: José Maria Peiro spoke on developments of the Bologna process and the European Diploma of Psychology; Vincent Rogard treated emerging ethical problems of psychological research and practice; Bernhard Wilpert reported on the status and further plans in connection with ENOP's Reference Model of University education in Work and Organizational Psychology. Lively discussions followed each presentation with intense involvement of the participants who had travelled to Kiev from all corners of this vast country Ukraine. Part of the meeting was reserved to presentations by doctoral students of Lyudmila's. The Workshop must be judged to have been a great success and demonstrated the promise and potential of Ukrainian W/O psychologists under the able leadership of their Society's President. It set an example of effective East-West co-operation that ought to be followed by other countries.
- *Bernhard Wilpert* reported about **23rd Annual Workshop of NeTWork**. "*Safety Culture and Behavioral Change in the Workplace*" was the theme of the 23rd Workshop of the ENOP sponsored international study group "New Technologies and Work – NeTWork" held in Blankensee near Berlin, Germany, on September 9 – 11, 2004. The workshop series, created in 1981 by ENOP founding fathers (e. g. Maurice de Montmollin and Jacques Leplat), is by sheer length of its uninterrupted history probably unique in our discipline. So far 15 book publications and special issues of learned journals resulted from NeTWork activities. The Berlin University of Technology has always taken care of the organization of the workshops which were funded jointly by the Maison des Sciences de l'Homme (Paris) and other supporting institutions (Foundations, Eindhoven University of Technology). A grant from the Dutch Ministry of Social Affairs supported this year's meeting to which 24 scholars and practitioners from seven disciplines and eight countries contributed papers and discussant comments. An edited book publication is planned to result from the workshop.
- *XII European Congress of Work and Organizational Psychology* will take place on May 12-15, 2005 in Istanbul, Turkey. For further information:
-www.eawop2005.org

-info@ eawop2005.org
[-sinangil@boun.edu.tr](mailto:sinangil@boun.edu.tr)

- *1Xth European Congress of Psychology* will take place on July 3-8, 2005 in Granada, Spain. Contact: <http://www.ecp2005.com>
- *30th Annual Conference of International Association for Research in Economic Psychology* will take place on September 21-24, 2005 in Prague, Czech Republic. For further information: www.exac.uk/IAREP; www.webpark.cz/cappo; cappo@centrum.cz
- *1Xth European Conference on Organizational Psychology and Health Care “Psychological Recourses in Human Service Work” sponsored by ENOP* will take place on October 5-8, 2005 in Dresden, Germany. For further information: buruck@psychomail.tu-dresden.de
- *XXVIth International Congress of Applied Psychology* will take place on July 2006 in Athens, Greece. For further information: <http://www.erasmus.gr/dynamic/>

i) 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.
- Ukrainian Association of Organizational and Work Psychologists has initiated translation (in Ukrainian language) and publication of “*European Curriculum in W&O Psychology. Reference Model and Minimal Standards*” for make more possibilities of using approaches of ENOP in training W&O psychologists in universities of Ukraine. This activity is one of items of “Program of Development of Organizational, Work and Economical Psychology in Ukraine in the Context of European Integration (2004-2008)”, sponsored by ENOP and will be completed in 2005.

j) Symposium 2005:

The next annual ENOP Symposium will be held in Paris, MSH, on March 17-19, 2005. The CoCo decided to dedicate the 2005 symposium to

QUALITY OF LIFE IN FUTURE ORGANISATIONS

Matti Vartiainen has proposed the Programme of the Symposium which was discussed in details and approved by the CoCo.

A preliminary programme of Symposium presented in this Newsletter.

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 or in 2 month before the ENOP Symposium 2005.

l) Business meeting 2005:

The next business meeting will take place at the MSN, Paris, France, and will start at 9.00 and finish at 13.00 on Saturday, *March 19, 2005*. The agenda of business meeting will be discussed on Friday, March 18, 2005 (17.00 -18.00).

m) Other matters (miscellanies): N/A.

3. ENOP SYMPOSIUM 2005

Quality of Life in Future Organisations

Paris, March 17-19, 2005

PROGRAMME

March 17, Thursday

- 14:00-15:00 European Challenges, European Policy
Prof. Véronique de Keyser,
Member of European Parliament (<http://www.vdekeyser.be/#>)
- 15:00-15:30 Discussion
- 15:30-16:00 Coffee break
- 16:00-17:30 Future Workplaces
Dr. Hans Schaffers,
Telematica Instituut, The Netherlands, MOSAIC project co-ordinator
(<http://www.mosaic-network.org/>)
- 17:30-18.00 Discussion

March 18, Friday

- 9:00-10:00 Introduction to group work: What are the outcomes of future work?
Prof. Matti Vartiainen, TKK
- 10:00-10:30 Coffee break
- 10:30-13.00 Discussion in three groups: outcomes of emerging challenges on work, personnel, and organisation
- 13:00-14:00 Lunch
- 14:00-17:00 The Reference Model in practice
Erich Kirchler, Rene Bouwen, and John Hurley
Outlines of courses based on the reference model in the three areas: i) Work Psychology; ii) Personnel Psychology; iii) Organizational Psychology.
It is expected that discussions at the session will be focused at following topics: i) How to harmonise credits between educational systems in different countries? ii) How to allocate credits to different aspects of educational activities such as the project, supervised training (stages)?, etc. The session seeks to involve the experience of all those presented in agreeing and advancing certain modes of design of a reference model based degree.
- 17:00-18:00 Preparation of business meeting

March 19, Saturday

- 09:00-13:00 Business meeting

4. EXAMPLES OF TEACHING MODULE FOR ENOP REFERENCE MODEL

MODULE: “THEORY AND METHODS”

Professor: Bernhard Wilpert

Institute: Technische Universität Berlin, Institute of Psychology,

Target Group: Up to 25 – 30 Graduate Students in Work and Organizational Psychology per course

Contact hours: 28

Credit ECTS: 2 credit transfer units

Cell of ENOP Reference Model: O2 & O3

Content and Didactics:

Teaching Aims:

The course is a Seminar. Its aims are to familiarise students with major theories in W/O Psychology and to train them to use and apply examples of specific effective methods, which have been developed in context of the different theoretical approaches.

Didactics:

The seminar covers 14 contact sessions alternating between theoretical inputs by the docent and student group demonstrations of how to use the respective instrument/methodology relating to the theory presented by the docent in the session before. The student groups who present a method are requested to submit a paper (4-8 pages) by the end of the semester describing the theoretical basis and procedure of the method.

Seminar Outline:

1. Introduction (docent): Goals, procedures, expectations, distribution of tasks among student groups
2. Taylorism (docent) (Literature reference 1)
3. Time and motion studies (students) (1a)
4. Human relations (docent) (2)
5. Work satisfaction (students) (2a)
6. Role theory (docent) (3)
7. Group Feedback Analysis (students) (3a)
8. Action control theory (docent) (4)
9. Hacker's activity description system (students) (4a)
10. Socio-technical systems approach (docent) (5)
11. Dual work analysis (students) (5a)
12. Field theory (docent) (6)

13. Group decision making (students) (6a)
14. Course evaluation, general discussion, course rating (all)

References:

(Note: German references might, of course, be replaced by other sources)

- 1 Taylor, F. W. (1911). *Principles of scientific management*. New York: Harper & Row
- 1a REFA Handbuch der Arbeitsgestaltung
- 2 McGregor, D. (1960). *The human side of enterprise*. New York: McGraw Hill
- 2a Neuberger, O. & Allerbeck, M. (1978). *Messung und Analyse von Arbeitszufriedenheit*. Bern: Huber
- 3 Katz, D. & Kahn, R. L. (1978). *The social psychology of organizations*. New York: Wiley
- 3a Heller, F. A. (1972). Group feedback analysis: A method of field research. *Psychological Bulletin*, 72, 108-117
- 4 Frese, M. & Zapf, D. (1993). Action as the core of work psychology: A German approach. In M. D. Dunette, J. M. Hough, H. C. Triandis (eds.), *Handbook of Industrial and Organizational Psychology, Vol. 4*. Palo Alto: Consulting Psychologists Press
- 4a Hacker, W., Iwanowa, A. & Richter, P. (1983). *Tätigkeits-Bewertungs-System (TBS)*. Berlin: Psychodiagnostisches Zentrum an der Humboldt Universität
- 5 Van Eijnatten, F.H. (1990). *Classical socio-technical systems design: the socio-technical design paradigm of organisations*. Eindhoven: Eindhoven University of Technology
- 5a Staehle, W., Elias, H.-J. & Gottschalk, B. (1985). *Gestaltung und Bewertung von Arbeitssystemen*. Frankfurt/M.: Campus
- 6 Lewin, K. (1951). *Field theory in social sciences*. New York: Harper & Brothers
- 6a Lewin, K. (1947). Group decision and social change. In T. Newcomb & E. Hartley (eds.), *Readings in social psychology*. New York: Holt, Rineheart & Winston

MODULE: “TAXES AND PSYCHOLOGY”

Professor: Dr. Erich Kirchler

University: University of Vienna, Department of Psychology, Unit of Applied and Clinical Psychology.

Time: Tuesday xx. xx. 2004; 14:00-16:00h; Introduction; presentation of course aims, topics and distribution of tasks.

Contact hours for discussion of topics and participants' work in progress:

Topics 1, 2, 3: xx. xx. 2004

Topics 4, 5, 6: xx. xx. 2004

Topics 7, 8, 9: xx. xx. 2004

Topic Evaluation: xx. xx. 2004

Presentation in form of a scientific conference:

Topics 1, 2, 3: xx. xx. 2004

Topics 4, 5, 6: xx. xx. 2004

Topics 7, 8, 9: xx. xx. 2004

Topic Evaluation: xx. xx. 2004

Delivering papers, ppt-presentations or posters, and selected scientific articles: xx. xx. 2004

Place: Lecture hall: D, NIG 6th floor.

Reception hours: xx. xx. 2004
(for appointment call or mail to Ms Elisabeth Höllerer;
Tel. 427747808; e-mail: elisabeth.hoellerer@univie.ac.at).

Participants: 20 students enrolled in the 4th year of Psychology.

Teaching aims:

The course is a seminar aiming at familiarizing participants with a specific topic in work, organizational and/or economic psychology. Participants will be able to select scientific literature for a specified topic, summarize results and present them to an audience in the form of scientific conference.

Scientific research is most often focussing on details in the development of theories and models. Results of scientific endeavour is of practical relevance if it is possible to apply knowledge in the solution of a particular case without reductionism, that is without ignoring the manifold variables which may play a role in everyday settings. The seminar on scientific literature aims at improving participants' capacities to select and read scientific literature and to sharpen their skills in drawing practical consequences.

Participants:

- Receive an introductory text to the topics outlined below, and are requested to select autonomously further scientific literature via internet and in scientific journals.
- They are further requested to write a paper of 8-10 pages on the base of selected literature (manuscripts must be formatted according to APA-standards; see DGfPs Richtlinien zur Manuskriptgestaltung),
- and to present either in form of a 15 minute-lecture or poster their work. A “scientific conference” will be organized as a platform for oral and poster presentations.
- Moreover, participants are requested to contribute to discussions at the conference.

Topics can be selected by one participant only or by groups of two; topic 10 should be treated by a group of 3-4 participants.

Topics:

1. Taxes in Austria (Steuern und Abgaben in Österreich)
(see Austrian tax law)
2. Tax behaviour and expected utility theory (Steuerverhalten und Expected Utility Theory)
google.at: [tax & "expected utility theory" (& behaviour, psychology)]
Jungermann, H., Pfister, H.-R. & Fischer, K. (1998). Die Psychologie der Entscheidung. Heidelberg: Spektrum.
3. Attitudes towards taxes and tax morale (Einstellungen zu Steuern und Steuermoral)
google.at: [tax & "attitudes" (& social representations, behaviour, psychology)]
Frey, D., Stahlberg, d. & Gollwitzer, P. M. (2002). Einstellung und Verhalten: Die Theorie des überlegten Handelns und die Theorie des geplanten Verhaltens. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 1. (S. 361-398). Bern: Hans Huber.
4. Attitudes towards taxes from the perspective of Fishbein & Aizen model (Einstellungen zu Steuern aus der Sicht des Fishbein-Ajzen Modells)
google.at: [tax & "fishbein" "ajzen" (& behaviour, psychology)]
Frey, D., Stahlberg, d. & Gollwitzer, P. M. (2002). Einstellung und Verhalten: Die Theorie des überlegten Handelns und die Theorie des geplanten Verhaltens. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 1. (S. 361-398). Bern: Hans Huber.
Terry, D., J. & Hogg, M. A. (1996). Group norms and the attitude-behaviour relationship: A role for group identification. *Personality and Social Psychology Bulletin*, 22, 776-793.
5. Tax behaviour, autonomy and social reactance theory (Steuerverhalten, Autonomie und Social Reactance Theory)
google.at: [tax & "social reactance" (& freedom, autonomy, behavior, psychology)]
Dickenberger, D., Gniech, G. & Grabitz, H.-J. (2002). Die Theorie der psychologischen Reaktanz. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 1. (S. 243-274). Bern: Hans Huber.
6. Tax behaviour and justice (Steuerverhalten und Gerechtigkeitserleben)
google.at: [tax & "justice" (& equity, behaviour, psychology)]

Basis: Frey, D., Dauenheimer, D., Parge, O. & Haisch, J. (2002). Die Theorie der sozialen Vergleichsprozesse. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 1. (S. 81-122). Bern: Hans Huber.

Müller, G., F. & Hassebrauck, M. (2002). Gerechtigkeitstheorien. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 1. (S. 217-242). Bern: Hans Huber.

7. Tax behaviour from the perspective of social dilemma research (Steuerverhalten aus der Sicht der Social Dilemma Forschung)
google.at: [tax & "social dilemma" (& behaviour, psychology)]
Dawes, R., M. (1980). Social dilemmas. Annual Review of Psychology, 31, 169-193.
8. Tax behaviour from the perspective of prospect theory (Steuerverhalten aus der Sicht der Prospect Theory)
google.at: [tax & "prospect theory" (& behaviour, psychology)]
Basis: Schmook, R., Bendrien, J., Frey, D. & Wänke, M. (2002). Prospekttheorie. In: D. Frey & M. Irle (Hrsg.). Theorien der Sozialpsychologie. Band 3. (S. 293-311). Bern: Hans Huber.
9. Determinants of tax morale (Determinanten der Steuermoral (Alter, Geschlecht, Persönlichkeit etc.))
google.at: [tax & "determinants" (& age, sex-gender, personality, behavior, psychology)]

10. Evaluation of an audit program; with support of tutor Mag. Marion Zeilhofer (Evaluation eines Auditprogrammes mit Unterstützung der Tutorin Mag. Marion Zeilhofer)

Basic literature for topics 1-9:

Webley, P., Robben, H., Elffers, H. & Hessing, D. (1991). Tax Evasion. An Experimental Approach. Cambridge: Cambridge University Press.

MODULE: “HUMAN RESOURCES MANAGEMENT AND ITS TOOLS”

Institute: Institute of Psychology, University of Silesia, Katowice, Poland

Professor: Zofia Ratajczak

Target group: the students of psychology with the specialization “psychology of work and organization” (the second semester of specialization).

Forms of teaching:

The subject has the form of laboratory (workshop). It is located in seventh semester of 5-years psychological studies. Total time of module is 30 hours in the semester, two hours once a week or, alternatively, four hours once a two weeks.

Students are obliged to be present at least 90% of workshops. They should be theoretically prepared for a given theme, should actively work at the workshop. To receive the credit for a module, students are obliged to present semester work of practical character.

Formally, the module should be located in *personnel psychology*, though we have not this subdivision in the name of specialization.

Teaching aims:

Teaching aims are divided in two areas:

Supplying of knowledge:

The exact knowledge of ideas, basic presumptions and goals of human resources management in organization or company. The concept of human resources. Tools and instruments of shaping of human potential in organization: recruitment, selection, training, motivation and motivating, assessment, career and development and the like.

Creating skills:

Students must: analyze the situation of human resources in organization, set and describe the requirements on any post, to analyze the motivation of workers and system of motivation and to project the improvements in this area, to analyze the training needs in the field of “soft factors” (social psychology of organization, social and managerial skills, communication) and make plans of training in this field; student should be able to design and carry out the plan of social research in organization on organizational climate, attitudes and opinions, problems and pathologies and possibilities of better use of human potential.

The module is interconnected with:

The methods of job research and analysis; career and development; vocational consulting and career consulting; psychology of management.

Methods of learning:

Workshops are based on group discussion of problems, designing solutions in small teams, creating and presenting projects; the final project at the end of semester is obligatory.

The content of workshops (14 units):

1. Idea, goals and concept of human resources management. The place of people in organizations. Sources and genesis of HR management. The influence of organization on people and organizational demands toward them.
2. Concept of human resources, competencies, human capital. Definitions, typologies and models. Creating of model of human competencies.
3. Personnel politics in enterprise; diagnosing of personnel state and quality, requirements on different types of posts – practical analysis. The outer job market and its functioning.
4. Recruitment of workers. Techniques of recruitment and their practical use. How to realize the effective process of recruitment?
5. Process of selection, organization and instruments of selection. How to design the proper procedure of selection on the given post?
6. Motivation to work 1: basic factors and theories of motivation to work. Incentives, rewards and other motivational factors at work. Diagnosing of needs and expectations of workers.
7. Motivation to work 2: analysis of motivational system and its change/improvement. Project of system of rewards and incentives at work.
8. Training at work part 1: the role of learning in organizational behaviour. Forms of teaching and learning. Diagnosing of training needs. Idea of knowledge management and its practical forms.
9. Training at work part 2: designing the training program and curriculum for special group of workers (ex. adaptive training for new employees).
10. Job assessment and workers assessment: the goals and functions of assessment. Criteria and procedures of a. Practical task: construction of tools and systems of a. Principles and practical problems.
11. Monitoring of personnel state and psycho-social situation in organization. Social research on opinions, attitudes and human problems as the aid of improvement and development of organization, its culture and climate. Prophylactics of human problems in organization. Methods and tools for diagnosing of psycho-social problems in organization.
12. Career and professional development. Workers' problems in different stages of professional life. Psychological possibilities of consulting and help in workers difficulties.
13. Human resources management and pathologies in organizations: indexes of pathologies, program of "organizational therapy" and prophylactics of pathologies. Some useful methods of identifying pathologies in organization.

14. Career planning and supporting of professional development. The role of psychologist in the process of creating positive aspects of organization, opportunities for personal growth, creativity, competencies and pro-active attitudes of workers. Shaping of psychological programs in the area of personnel development – possibilities, methods, tools.

Literature:

The literature is based on the recent books in the field, mainly in English (as recent as possible for translations, though students are strongly encouraged to read originals). The key authors are:

Armstrong M.
Bramley P.
Cascio W. F.
Cox Ch.
Dale M., Makin P., Cooper C.
Griffin R. W.
Hesselbein, Goldsmith, Beckhard
McKenna E., Beech N.
Morgan G.
Nonaka, I., Takeuchi, H.
Parsloe E.
Proctor T.
Rae L.
Robbins S.
Senge P.M.
Sloman M.
Ulrich D.
Wray M., Poels F.

Books and articles of polish authors are used as often as possible; the Internet sources are very popular and exploited by the students.

MODULE: “TEAM BUILDING”

University: Taras Shevchenko Kyiv State University, Faculty of Sociology and Psychology / Central Institute of Postgraduate Education, Faculty of Management and Psychology

Professor : Prof. Dr. Lyudmila Karamushka & Olena Fil’

Target group: The students of Psychology with specialization in “Organization and Work Psychology“ (up to 25 postgraduate students per course)

Contact hours: 108.

Credit ECTS: 2,5 credit transfer units.

Cell of ENOP Reference Model: O3 & O4

Content and Didactics:

Main teaching aim: To highlight the essence of the team and distinctive features of its building.

Course objectives: students should acquire relevant knowledge of

- 1) psychological characteristics of team management;
- 2) content of the phenomenon of team and its distinction from the work-group;
- 3) essence of the competitive team being the highest level of team development;
- 4) role structure and types of teams;
- 5) main stages of team development;
- 6) psychological determinants of the competitive team building;
- 7) main types of work of organizational psychologists in team building and enhancing team competitiveness.

The course can help W&O psychologists introduce innovative approaches to management in order to improve efficiency of organizations in the competitive environment.

Learning outcomes:

After the course the students should:

Know:

- the content of the phenomenon of team and its distinctions from the work-group;
- the essence of the competitive team being the ultimate level of team development;
- team role structure;
- distinctive characteristics of different types of teams;
- main trends in work of organizational psychologist relating team building in present-day organizations.

Be able:

- to apply psychological methodology of the competitive team functioning and development to analyses of specific management cases;
- to select and apply various diagnostic and intervention tools to studying and correcting team-related psychological problems;
- to use a system of interactive techniques in the competitive team building, etc.

Didactic:

The subject has the form of trainings / interactive sessions. It located in ninth semester of 5-years psychological studies. Total time of module is 108 hours in the semester / 6 hours once a week. The course covers 18 contact sessions. The 5 student groups (4-5 student per each) are requested to submit the own training programs concerning team building for using in different types of organizations (business, educational, medical, civil, non-government organizations, etc.) by the end of the semester.

The content of course:

Introduction (6 hours):

- Objectives of the course
- Content of course
- Course arrangements
- Introduction to team building
- Basic concepts

Part I. The essence of the team and its distinction from the work-group (18 hours):

- Topic 1. Distinction of the team from the work-group (according to work aims).
Topic 2. Distinction of the team from the work-group (according to principles of work).
Topic 3. Distinction of the team from the work-group (according to role structure).

Part 2. Competitive team as the highest level of team development (18 hours):

- Topic 4. The analysis of main approaches to understanding content of competition.
Topic 5. The essence of the competitive personality.
Topic 6. Characteristics of the competitive team.

Part 3. Role structure, types of the team and features of its functioning(18 hours):

- Topic 7. Characteristics of the main team roles and their modifications.
Topic 8. Distinctive features of functioning of different types of teams.
Topic 9. Main stages of team building.

Part 4. Role and functions of the team leader (18 hours):

- Topic 10. Key approaches to the leader's role and place in the team.
Topic 11. Characteristics of the main attributes of team leaders.
Topic 12. Main models of interactions between the team leader and team members.

Presentation of the course projects (5 sessions, 6 hours per one session, 30 hours).

Didactic methods:

- Mini-lecture;
- Demonstration;
- Brain-storming;
- Group discussion of problem;
- Designing solutions in small group;
- Role play;
- Case study;
- Exercise with video feedback;
- Creating and presenting small projects on some problem;

- “Ice-breaker”;
- “Chaos” (final work in each part of course - analytical-systematical work with outcomes of students activities from previous three sessions);
- The final project at the end of semester (student oral presentation of own training program).

Assessment: Creating and presentation of own training program “Team building” by students.

References:

1. Adair, J. (1987) *Effective Teambuilding*, Pan, London.
2. Belbin, R. M. (1993) *Teams Roles at Work*, Burrerworth-Heinemann, Oxford.
3. Belbin, R.M. *Management teams: Why they succeed or fail.*- Cambridge: Berlin Associates, 2000, 171 p.
4. Bell, L. (1992) *Managing Teams in Secondary Schools*, Routledge, London.
5. Dyer, W.G. (1987). *Team Building: Issues and alternatives*. Reading, MA: Addison Wesley. Reprinted with permission of Addison – Wesley.
6. Eisenhardt, K.M., Kahwajy J.L., Bourgeois L.J.(1997) How Management Teams Can Have a Good Fight. *Harward Business Review*, July-August, p. 77-89.
7. Everard K.B.(1995) Teambuilding – a powerful tool for educational development, *Educational Change and development*, Vol. 15, no. 2, p. 21-24.
8. Guzzo R., Dickson M. (1996) Teams in organizations: recent research on performance and effectiveness, *Ann. Rev. Psychol.*, V. 47.
9. Gordon J. The Team Troubles (1994) That Won’t Go Away, *Training*, August 1994, p. 27.
10. Hackman, Richard (1990) Groups That Work and Those That Don’t – Creating Conditions for Effective Teamwork. Jossey-Bass.
11. Hastings, C., Bixby, P. and Chaudhry-Lawton, R. (1986) *Superteams*, Fontana, London.
12. Katzenbach, J., Smith, D. (1993) *The Wisdom of Teams*. Boston: Harward Business School Press .
13. Katzenbach, J., Smith, D. (1993) The Discipline of Teams. *Harward Business Review*,. Vol.71, № 2, p. 111-119.
14. Kelley M. (1991) *Adventures of a self-managing team*. N.Y.
15. Sisco R. (1993) What to Teach Team Leaders, *Training*, February 1993, p.62-67.
16. Tannenbaum S., Beard R., Salas E. (1992) Team building and its influence on team effectiveness examination of conceptual an empirical developments. *Issues, Theory, and Research in Industrial Organizational Psychology*. K. Kelley (ed.), Elsevier Science Publishers.
17. Trethowan, D.M. (1989) *Teamwork in schools* (2nd ed.), The industrial Society, London.
18. Wellins, R., Byham, W., Wilson J. (1991) *Empowered teams: creating self-directed work teams*. San-Francisco.

Books and articles of Ukrainian authors are used as often as possible; the Internet sources are very popular and exploited by the students.

MODULE: "KNOWLEDGE MANAGEMENT"

University: Helsinki University of Technology, Department of Industrial Engineering and Management, Laboratory of Work Psychology and Leadership

Professor: Eila Järvenpää (Matti Vartiainen)

Target Group: Students in engineering, also students of psychology, social psychology, business etc (in Helsinki area, students from various universities can participate in the courses of other universities)

Contact hours: Course lectures will be on Thursdays 12-14 in lecture room TU2 (TUAS building, Otaniementie 17). First lecture on January 15, 2004 to 25 April (once a week).

Credit ECTS: 4,5

Cell of ENOP Reference Model: Possibly leadership.

Content:

Prerequisites:

TU-53.300 Organizational Behaviour and Knowledge Management (2 or 4 cr.) is recommended

Enrollment:

Enrollment at [www-Topi](http://www.Topi).

Course personnel:

Professor [Järvenpää Eila](#)

Researcher [Mäki Eerikki](#)

Passing the course:

- Written assignment
- Exam

Course content:

The course will deal with the following issues:

- Concepts and definitions of knowledge and knowledge management
- Organizational issues and knowledge management
- Management of intangible assets, and intellectual capital
- Managing organizational knowledge and knowledge processes

After the course students are expected to understand the complex nature of knowledge in organizations, and they should have some skills to analyse, understand and implement knowledge management practices in organizations.

Schedule:

January 15, 2004

- Objectives of the course
- Content of the course
- Course arrangements
- Introduction to knowledge management
- Basic concepts

January 22, 2004 (Eerikki Mäki)

- Knowledge processes in knowledge intensive organizations and knowledge work
- Enablers and disablers of knowledge sharing

January 29, 2004 (Eila Järvenpää)

- What is knowledge management
- Motives for knowledge management
- Knowledge conversion

February 5, 2004 (Eerikki Mäki)

- Communities of practice
- Knowledge creation and knowledge sharing
- Knowledge management strategies
- Social capital

February 12, 2004 (Alok Chakrabarti)

- Intangible assets
- Knowledge and business benefits
- Intellectual property rights
- Protecting tacit knowledge

February 27, 2004 (Ove Grandstrand, Chalmers university). The lecture will be in TU1.

- Intellectual property rights

March 4, 2004 (Tuula Ruokonen, Fortum).

- Company case - knowledge management in practice

March 18, 2004

- Discussion on course assignments
- Course closing

March 25, 2004

- Exam

Course assignment:

Course assignment will be carried out in groups of three (+/- 1) students. The aim of the assignment is to observe and discuss how different knowledge processes occur in knowledge intensive environment (e.g. in the course context). In the course assignment groups analyse the knowledge processes they have become aware of during the course. Objectives of the assignment is to:

- Identify different knowledge processes during the course
- Analyze how different knowledge processes have emerged
- What issues either facilitate or inhibit knowledge dissemination and utilization
- Create ideas and/or a model that will improve knowledge management in knowledge intensive environment

Groups write a report of their findings. Report must also include some theoretical background with references. Assignments must be returned by March 14 to eila.jarvenpaa@hut.fi and eerikki.maki@hut.fi. Written report should not exceed 20 pages.

Grading for the assignment will be made as follows:

- Content: scope and scale (max 6)
- Content: production and argumentation of own ideas (max 8)
- Content: relationship between students' own idea argumentation and reference material (max 6)

Examination:

The exam is a so-called 24 hours exam. Exam questions will be sent to all students that have been registered in www-Topi. Students get the exam questions by email in advance, and they have 24 hours time to answer the questions. However, answering to the questions should not take more than normal exam (3 hours). Exam questions will be sent to the students by email on Thursday March 25 at 10.00. Answers must be returned by Friday March 26 at 10.00. Answers are to be returned by email, and the attached file is to be named by student's surname. Students can work in groups to produce the answers, but every student must return their unique answers. An additional exam will be on May 12 at 10.00 o'clock. If a student wishes to take the exam on May, student must enrol to eerikki.maki@hut.fi by May 5. This exam is also 24 hours exam.

Grading:

Grading for the course will be made as follows:

- Examination max 20p / min 10p
- Assignment max 20p / min 10p

Total 40 points

Literature:

1. Cross R., Parker A., Prusak L. and Borgatti S. (2001) Knowing what we know: Supporting knowledge creation and sharing in social networks, *Organizational Dynamics*, Volume 30, Issue 2, November 2001, Pages 100-120.
2. Davenport T. (1997) Ten Principles of Knowledge Management and Four Case Studies. *Knowledge and Process Management*, 4 (3), 187-208.

3. Davenport, T.H., De Long, D.W. and Beers, M.C. (1998) Successful knowledge management projects. *Sloan Management Review*, Vol. 39(2), 43-57.
4. Gold A., Malhotra A. & Segars A. (2001) Knowledge Management: An Organizational Capabilities Perspective. *Journal of Management Information Systems*, vol. 18 (1), 185-214.
5. Hansen M. (1999) The Search-Transfer Problem: The Role of Weak Ties in Sharing Knowledge Across Organizational Subunits. *Administrative Science Quarterly*, 44 (1), 82-111.
6. Holsapple C. & Joshi K. (2000) An investigation of factors that influence the management of knowledge in organizations, *Journal of Strategic Information Systems* 9 (2000) 235-261
7. Johannessen J., Olaisen J., Olsen B. (2001) Mismanagement of Tacit Knowledge: the Importance of tacit Knowledge, the Danger of Information Technology, and what to Do about It. *International Journal of Information Management*, vol. 21, 3-20.
8. Liao S. (2003) Knowledge management technologies and applications—literature review from 1995 to 2002, *Expert Systems with Applications* 25 (2003) 155–164
9. Nahapiet J. & Ghoshal S. (1998) Social Capital, Intellectual Capital, and the Organizational Advantage. *Academy of Management Review*, vol. 23 (2), 242-266.
10. Nonaka I. & Konno N. (1998) The Concept of "Ba": Building a Foundation for Knowledge Creation. *California Management Review*, vol. 40 (3), 40-54.
11. Nonaka I., Toyama R. & Konno N. (2000) SECI, Ba, and Leadership: a Unified Model of Dynamic Knowledge Creation. *Long Range Planning*, vol. 33 (1), 5-34.
12. Soo, C., Devinney T., Midgley D. & Deering A. (2002) Knowledge Management: Philosophy, Processes and Pitfalls. *California Management Review*, vol. 44 (4), 129-150.
13. Tsai, W. (2001) Knowledge transfer in intraorganizational networks: effects of network position and absorptive capacity on business unit innovation and performance. *Academy of Management Journal*, vol. 44 (5), 996-1004.

MODUL: “ORGANISATIONAL DIAGNOSIS”

Module Title:	Organisational Diagnosis
Module Code:	HR509
School:	Dublin City University Business School
Module Coordinator:	Prof. John Hurley & Dr. Melrona Kirrane Office Number: Q224 & Q154
Level:	5 Credit Rating: 5
Pre-requisite(s):	Undergraduate Psychology Degree (or equivalent) Year 1 of MSc in Work & Organisational Psychology (or equivalent content)
Co-requisite(s):	None
Module Aims:	
<p>The objectives of this course include -</p> <ul style="list-style-type: none"> • To introduce student to the different perspectives, methods and phases of organisational diagnosis. <p>In particular the module aims to:</p> <ul style="list-style-type: none"> • Review the differing approaches to diagnosis based on the varying philosophical perspectives of organisational functioning • Introduce the variety of models and tools available to aid diagnosis • To contrast the data provided by the different approaches and how these differences might be managed • Explore the need to synthesise appropriate solutions for a variety of organisational problems 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Students will develop a clearer understanding of the different approaches to problem diagnosis • Students will have a clearer insight on typical organizational problems • Students will develop skills and abilities to aid the evaluation of organizational problems. • Students will develop a familiarity with various methodologies & tools for Organizational Diagnosis • Students will experience the development of appropriate organizational interventions based on the diagnostic process they have engaged upon. 	

Indicative Time Allowances:

	Hours
Lectures & Seminars:	24
Tutorials::	
Independent Learning Time:	51
Total Module Learning Time	75

Indicative Syllabus:

- Differing perspectives, models and philosophies on Organisational Diagnosis
- Typical Organisational Problems - Framing and Defining
- Diagnosis: Cycles and Levels
- Diagnosis: Processes
- Diagnosis: Tools
- Data Collection, Data Integrity and Data Validity
- The Evaluation of data in context
- The synthesis of appropriate interventions
- The presentation of diagnostic data and intervention models
- Key skills of effective organisational consultants

Assessment: Applied Case Study Assignment based on real life Organization	100%		
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Indicative Reading List:

Fields, D. L (2002). *'Taking the measure of work: A guide to validated scales for organizational research and diagnosis'*. Thousand Oaks, CA: Sage.

Hodgkinson, G. P. (2002) *'The competent organization: a psychological analysis of the strategic management process.'* Buckingham: Open University Press.

Lowman, R. [ed] (2002) *The California School of Organizational Studies: Handbook of Organizational Consulting Psychology.* :Jossey-Bass

Johnson, C.M., Redmon, W. K. and Mawhinney, T. C. (2000). *'Handbook of organizational performance: behavior analysis and management.'* New York: Haworth Press.

Harrison, M. I. & Shirom, A. (1999). *'Organizational diagnosis and assessment: Bridging theory and practice'*. Thousand Oaks, CA: Sage.

Kotter, J.P, (1986). *'Organizational dynamics: diagnosis and intervention'*. - Reading, Mass: Addison-Wesley.

Holloway, J., Lew, J. [eds] (1995). *'Performance measurement and evaluation.'* London; Thousand Oaks, Ca : Sage.

Allen I. K. (1996) *'Organizational surveys: tools for assessment and change.'* San Francisco, CA : Jossey-Bass.

Driver, M. (2003) Nothing clinical, just business? Reflections on psychoanalytically grounded diagnosis and intervention. *Human Relations*, 56(1), Jan 2003. pp. 39-59.

Lok, P., Crawford, J. (2000). 'The application of a diagnostic model and surveys in organizational development. *Journal of Managerial Psychology*, 15(1-2), pp. 108-125

Rafferty, A. E. & Griffin, M. A. (2001). 'Expanding Organizational Diagnosis by assessing the intensity of change activities.' *Organization Development Journal*, 19(3). pp. 3-14.

Programme or List of Programmes: MSc in Work & Organisational Psychology

Date of Last Revision: Sept. 2003

MODUL: “MOTIVATION AND SATISFACTION”

Module Title:	Motivation and Satisfaction		
Module Code:	HR547		
School:	Dublin City University Business School		
Module Coordinator:	Dr. Finian Buckley	Office Number:	Q114
Level:	5	Credit Rating:	5
Pre-requisite(s):	Undergraduate Psychology Degree (or equivalent)		
Co-requisite(s):	None		
Module Aims:			
The objectives of this course include -			
<ul style="list-style-type: none"> • To review and appraise the historical, theoretical and research literature on Motivation issues and develop a working understanding of how these issues may be applied to organizational situations. 			
In particular the module aims to:			
<ul style="list-style-type: none"> • Review the distinctions or lack of distinction between motivation within and outside the work domain • Sensitise students to the complexity of the concept of ‘reward’ in the workplace • To contrast the distal to proximal approaches to understanding motivation and to test the validity of these through casework • Explore the need to synthesise solutions for complex motivational problems 			
Learning Outcomes:			
<ul style="list-style-type: none"> • Students will develop clearer understanding of how their personal motivational attributions influence behavior. • Students will have a clearer sense of the complexity of motivation and the myriad of issues which can impact on work motivation • Students will develop skills and abilities to aid the evaluation of the motivational problems within organizations and develop methodologies for proposing appropriate organizational interventions and decisions. 			

Indicative Time Allowances:

	Hours
Lectures & Seminars:	24
Tutorials:	
Laboratories:	
Independent Learning Time:	51
Total Module Learning Time	75

Indicative Syllabus:

- Work Motivation and Motivation in other life Domains
 - Historical aspects of Motivation thought and research
 - Distal Models of Motivation
 - Medial Models of Motivation
 - Distal Models of Motivation
- } *12 historical & contemporary approaches reviewed*
- Self and Identity approaches in detail5
 - Group and Collectivist approaches to Work Motivation in more detail
 - Diagnosing motivational problems and designing appropriate responses

Assessment:			
Team Case Study Assignment	80%		
Team assessment of peer input on casework	20%		

Indicative Reading List:

-Ambrose & Kulik (1999) ‘Motivation Research in the 1990s’. *Journal of Management* 25(3), 231.

-Haslam, Powell and Turner (2000). ‘Social Identity, Self-categorisation and Work Motivation..’ *Applied Psychology: An International Review*, 49(3), 391.

- Furnham et al., (1999). ‘Personality and Work Motivation..’ *Behavior and Individual Differences*, 26, 1035.

- Leonard et al., (1999). ‘Work Motivation and self concept..’ *Human Relations*, 52(8), 969.

- Donovan, (2002). ‘*Work Motivation*’. In Anderson, N., Ones, D. S. et al (Eds), *Handbook of Industrial, Work and Organizational Psychology: Volume II- Organizational Psychology*. pp. 53-76. Thousand Oaks, CA: Sage.

- Miner, J.B. (1993). *Role Motivation Theories*. New York, Routledge.

- Erez, & Kleinbeck [eds] (2001). ‘*Work motivation in the context of a globalizing economy*’. Mahwah, NJ: Lawrence Erlbaum.

- Heckhausen, H. (1991). *Motivation and Action*. Berlin: Springer-Verlag.

A fuller list of readings are drawn from a variety of sources, both book chapters and research papers from journal such as: **J**ournal of Organisational Behavior, **J**ournal of Occupational & Organizational Psychology, **E**uropean Journal of Work & Organisational Psychology, **J**ournal of Applied Psychology, **A**cademy of Management Journal, **P**ersonnel Psychology, etc.

Programme or List of Programmes:	
MSc in Work & Organisational Psychology	

Date of Last Revision: Sept. 2003

MODULE: “W/O PSYCHOLOGY COURSE FOR NON-PSYCHOLOGISTS”

University: Technical University of Tallinn.

Professor: Teichmann, Mare.

Course unit:

The standard unit opted for is one week of study (study load) of 40 hours, which is equivalent 20 contact hours for lectures and seminars, and 20 contact hours for skills training. In our course there is added students home work with literature and PC based digital teaching tools 20 hours.

The 40-hours week unit can be related to the Educational Credit Transfer System (ECTS) unit: one unit is equivalent to 1,5 ECTS.

Educational objectives:

Orientation to W/O Psychology Course

Orientation means: the basic knowledge of W&O psychology, the context in which it is developed and practiced, especially nationally and in Europe, and the general methods of research and instruments by which psychological phenomena can be assessed, including tests, interviews, observation techniques, job analysis instruments etc.

Knowledge of theory

The knowledge to be obtained includes knowledge about psychological phenomena related to work, employment relations and the functioning of organizations, as well as knowledge of theories by which such phenomena can be ordered and explained. It also includes meta-knowledge like the awareness of different approaches, the relationships between theories, etc.

W/O Psychology competencies

These competencies include intake and understanding, problem solving, knowledge evaluation in non-psychology profession. Communication, client participation and ethics are aspects deserving special attention.

Course components:

Course components are a parts of covering the knowledge, skills, and competencies to be acquired by the students.

20 contact hours for lectures and seminars	20 contact hours for skills training	20 hours home work with literature and PC based digital teaching tools
Orientation to W/O Psychology Course <ul style="list-style-type: none"> • W/O Psychology Theories in Europe • Personality Traits of 	Communication <ul style="list-style-type: none"> • Communication Process • Methods of Communication • Barriers to Effective 	<i>Digital Teaching Tools:</i> Knowledge Management Change Management

<p>Leaders</p> <ul style="list-style-type: none"> • Manager's Roles 	<p>Communication</p> <ul style="list-style-type: none"> • Horizontal and Vertical Communication • Verbal and Non-Verbal Communication • Exercises with video-feedback: communication skills 	
<p>Human Resource Audit</p> <ul style="list-style-type: none"> • Human Resource Management • Job analysis • Selecting human resources Orientation and training Employee development and careers • Appraisal of human resources 	<p>Human Resource Management Skills</p> <ul style="list-style-type: none"> • Exercises – use of job analysis techniques • Exercises – use of personnel selection methods • Case studies – manpower planning, career planning, management development etc. 	<p><i>Digital Teaching Tools:</i></p> <p>Image of Manager</p> <p>Client Orientation and Psychology</p> <p>Student reading</p> <p>Student case study at their working environment in the company</p>
<p>Human Resource Management</p> <ul style="list-style-type: none"> • Managerial Skills and Competences • Organizational Culture • Leadership Styles • Different types of Teams – Professionals Team, Project Team, IT Team etc 	<p>Teamwork</p> <ul style="list-style-type: none"> • Teamwork video-training • Simulation/role play with video feedback 	<p><i>Digital Teaching Tools:</i></p> <p>Teamwork</p> <p>Delegation</p> <p>Student reading</p> <p>Test method using</p>
<p>Managers Work – planning, controlling, organizing, motivating</p> <p>Planning</p> <ul style="list-style-type: none"> • Types of Plans • Strategic Management • Quality Management • Red-line conflict in organization 	<p>Stress at Work</p> <ul style="list-style-type: none"> • Audiovisual methods – working environment, burn out etc. • Student group assignment • Discussion 	<p><i>Digital Teaching Tools:</i></p> <p>Stress at Work</p> <p>Coping with Stress</p> <p>Student reading</p> <p>Student paper</p>

<ul style="list-style-type: none"> • Problem solving • Decision Making • Time Management <p>Organizing</p> <ul style="list-style-type: none"> • <i>Organizing an Effective Department (Project Team)</i> • Types of Organizational Structures • Goal Setting • Meeting • Brain Storm <p>Motivating</p> <ul style="list-style-type: none"> • Work Motivation • Satisfaction and Dissatisfaction • Meaning of Work <p>Controlling</p> <ul style="list-style-type: none"> • The Control Process • Control over Processes • Control over Results and Productivity • Conflict Management • Counseling • Disciplinary Problems <ul style="list-style-type: none"> • Absenteeism, Presenteism at Work 	<p>Problem Solving Strategies</p> <ul style="list-style-type: none"> • Case studies • Role play <p>Students oral presentations of their research project</p>	
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Research project:

The general aim of the research project is to develop research competence, by setting up and executing a research study under supervision by an experienced researcher. Projects can use a variety of methods, main attention will be in case studies in their workplaces. The research project should give the student the opportunity to answer a generic question in a scientifically valid way. This should help the student to develop research competencies related to the formulating a research problem, retrieving and reviewing existing knowledge, making a research design, sampling, getting access to respondents, data collection, analysis, reporting and documentation. Research projects should be performed on the basis of a plan and concluded with a report. Research projects can be performed in companies. Typically research projects include a study of the literature on a certain issue.

Didactic methods:

- Lecture
- Lecture & questions
- Demonstration
- Audiovisual
- Computer demonstrations
- PC based digital learning
- Student reading
- Exercise (use of technique or tool)
- Exercise with video feedback
- Video-trainings (teamwork exercises)
- Simulation / role play
- Student group assignment
- Case study
- Discussion meeting
- Small group discussion
- Student oral presentation of their research project
- Student paper

Course evaluation:

The W/O Psychology course for non-psychologists (as users of W/O Psychology knowledge users) is designed on the base of ENOP European Work and Organizational Psychology Curriculum, Reference Model and Minimal Standards and controlled by Focus Groups (non-psychology students and graduates). On the autumn semester 2000 we start to evaluate PC based digital teaching tools as a new teaching method. Students feedback fore these new methods is positive.

Literature:

1. M. Vadi, Organisatsioonikäitumine, TÜ Kirjastus, 1995, 289 lk (in Estonian)
2. M. McKay, M. Davis et al., Suhtlemisuskused, Väike Vanker, 1995, 293 lk (in Estonian)
3. R. Kreitner, Management, 4th ed, 1987, 754 p.
4. G. Moorhead, R.W. Griffin, Organizational Behavior, 2-nd ed., 1989, 804 p.
5. P. Hersey, K.H. Blanchard, Management of Organizational Behavior, 6th ed., 536 p.
6. Digital teaching tools (in Estonian) are computer based CD-s with video lecture (25 – 45 min), presentation materials (10 – 25 slides) and learning material (5 – 20 pages):
 - Teichmann, Mare
Delegerimine [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe). UDK 65.01
 - Teichmann, Mare
Juhi imago [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe). UDK 65.01
 - Teichmann, Mare
Meeskonnatöö [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe). UDK 65.01
 - Teichmann, Mare
Muutuste juhtimine [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe). UDK 65.01
 - Teichmann, Mare

Teadmiste juhtimine [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe).UDK 65.01

- Teichmann, Mare
Tööstress [Elektroniline teavik]. - Tallinn: PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe).UDK 331
- Teichmann, Mare
Kliendikeskne teenindamine [Elektroniline teavik]. - Tallinn : PE Konsult, 2001. - 1 CD-ROM. - (Digiõpe).UDK 658
- Teichmann, Mare; Randmann Liina
Toimetulek tööstressiga (Elektroniline teavik) – Tallinn : PE Konsult,2001. – 1 CD-ROM. (Digiõpe)

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)

Recent publications:

-Agervold, M. & Mikkelsen, E. G. (2004) Relationship between bullying, psychosocial work environment and individual stress reactions. *Work & Stress*, vol. 18, 4, 1-15.

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 szervezetszichológia az ezredfordulón: vázltos 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

-Hurley, J. (2004) The cognitive and organizational processes of innovation: A knowledge management perspective. Chapter 16 in Andriessen and Fahbruch: Editors: How to manage experience sharing. Publisher: Elsevier

8. Johansson, Gunn. Department of Psychology, Stockholm University, S-106 91 Stockholm, Sweden. (Tel. +46 8 163900; Fax: +46 8 1593 42; e-mail: gj@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; team bulding; professional career; stress and burnout at work; conflict management; leadership in educational and other organizations.

Recent publicatons:

- Karamushka L. (2004). Psychology of Educational Management. Kyiv, Lubid, 424 p
- Karamushka L. (Ed.) (2004). Burnout Syndrome and Professional Career in Educational Organizations: Gender Aspects. Kyiv, Millennium, 262 p.
- Karamushka L. Fil H.(2004). Technology of competitive team creation. 28th International Congress of Psychology (China, Beijing, 8-13 August, 2004). (Abstracts, CD ROM).

11. De Keyser, Veronique. Faculté de Psychologie, Université de Liège, 5 Bd du rectorat, B-32, Sart Tilmau 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. & Mühlbacher, S. (2004). Steuern: Zur Psycho-Logik des Steuer-Widerstandes. *Psychologie in Österreich*, 24, 1-6 & 8.
- Kirchler, E. (2004). Entscheidungen in Paarbeziehungen. In W. E. Fthenakis & M. R. Textor (Hrsg.). *Das Online-Familienhandbuch*. <http://www.familienhandbuch.de>.
- Penz, E., Meier-Pesti, K. & Kirchler, E. (2004). It's practical, but no more controllable: Social representations of the electronic purse in Austria. *Journal of Economic Psychology*, 771-787.

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). Exploring facets of organizational culture. In: *Facet Theory: Toward Cumulative Social Science* (Eds. Levy, Sh. & Elizur, D.). Ljubljana: University of Ljubljana, Faculty of Arts, Center for Educational Development, 2003, p.217-226.
- Konrad E., Papalexandris N.(2004). Societal cultures and HR practices related to organizational

learning. International conference on Human resource management in a knowledge-based economy, 2-4 June 2004, Ljubljana -Konrad E., Polic M., Sabadin A.(2004). Human response. UPTUN: Cost-effective, Sustainable and Innovative Upgrading Methods for Fire Safety in Existing Tunnels. Work package 3, October.

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:

-Scarnato, F., Mallaret, M.R., Croizé, J., Kouabenan, D.R., Dubois, M., Maître, A., De Gaudemaris, R. (2003). Incidence and Prevalence of Methicillin-Resistant *Staphylococcus aureus* nasal carriage in geriatric health care workers. Relevance to preventive measures. *Infection control and Hospital Epidemiology*, 24(6), 456-458.

-Kouabenan, D.R., Guyot, J.M. (2004). Study of the causes of pedestrian accidents by severity. *Journal of Psychology in Africa*, 14(2), 35-42.

-Weill-Fassina, A., Kouabenan, D.R., & De la Garza, C. (2004). Analyse des accidents du travail, gestion des risques et prévention. In E. Brangier, A. Lancry, & C. Louche, *Les Dimensions Humaines du Travail : Théorie et pratique de psychologie du travail et des organisations* (pp.251-283). Nancy : Presses Universitaires de Nancy.

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: dietrich.manzey@tu-berlin.de).

Recent publications:

-Damitz, M., Manzey, D., Kleinmann, M & Severin, K. (2003). Assessment center for pilot selection: Construct- and criterion validity and the impact of assessor type. *Applied Psychology. An International Review*, 52, 192-211.

-Van der Holst, H., Manzey, D. & Schmitt, D. (2003). Preparing for Mars – psychological issues. In: D. de Waard, K. Brookhuis, S.M. Sommer & W.B. Verwey (eds.), *Human factors in the age of virtual reality*. Maastricht: Shaker Publishing.

-Manzey, D. (2004). Human missions to mars: New psychological challenges and research issues. *Acta Astronautica*, 55, 781-790.

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).

19. Peiró, José, M. Facultat de Psicologia Universitat de Valencia, Avda. Blasco Ibañez, 21, 46010 Valencia, Spain. (Tel. 34 963864689 or 34.963864473; Fax: 34 963864668; e-mail: jose.m.peiro@uv.es; www.uv.es).

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/>

21. Quijano, Santiago D. Social Psychology Department, Faculty of Psychology, University of Barcelona, Passeig de la Vall d'Hebrón 171, E-08035 Barcelona, Spain (Tel. + 34 93 312 51 93; fax. + 34 93 402 13 66; e-mail: sdquijano@psi.ub.es).

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.

Recent publications:

-Ratajczak Z.(2003).Temperament a koszty psychologiczne zachowania się człowieka W sytuacji zagrożenia. W: Psychologia różnic indywidualnych. Wybrane zagadnienia. M.Marszał-Wiśniewska, T.Klonowicz, M.Fajkowska-Stanik (red.), Gdańsk. GWP.(Temperament and psychological costs of human behavior at threatening situations, i: Psychology of individual differences).

-Ratajczak Z.(2003). Psychologiczne aspekty funkcjonowania człowieka w sytuacji braku pracy. W: Człowiek w społecznej przestrzeni bezrobocia. W: T.Chirkowska-Smolak (red.), Poznań. Wyd. UAM. (Psychological aspects of human functioning in the job-loss situation, in: A man in the social space of unemployment).

-Ratajczak Z. (2004).Contemporary terrorism from psychological perspective. W: Contemporary terrorism. E.Pakszys, J.Wilczyński (red.), Poznań, Wydawnictwo UAM.

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 (2004). Globalization and Managing Organizational Culture Change: The case of Turkey, *Psychology and Developing Societies Journal*. Vol. 16, No.1, p 27-40.

-Sinangil, H.K. (2004). Birlik Birleşmeleri ve Satınalmalarda İnsan-Yönetim-Kültür ve Stratejik İletişim (Individual-Management-Culture-Strategic Communication in Mergers & Acquisitions). H. Sümer & H. Pernsteiner (Eds) *Birlik Birleşmeleri (Fusion)*, İstanbul, Alfa Yayinevi (Pub.),615-639.

-Avallone, F., Sinangil Kepir, H. Caetano, A. (Eds.) (2003). *Identity and Diversity in Organizations*. Milano, Guerini Pub.

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:

-Šverko, B., Galešić, M., & Maslić-Seršić D. Aktivnosti i financijsko stanje nezaposlenih u Hrvatskoj. Ima li osnova za tezu o socijalnoj isključenosti dugotrajno nezaposlenih osoba? (Activities and financial situation of unemployed people in Croatia. Is there an indication for social exclusion of the long-term unemployed persons?) *Revija za psihologiju rada*, 2004 (in press).

-Šverko, B., Maslić-Seršić D., & Galešić, M. Nezaposlenost i subjektivno zdravlje. Jesu li najugroženije nezaposlene osobe srednje dobi? (Unemployment and subjective health. Are middle-aged unemployed persons most vulnerable?). *Suvremena psihologija*, 2004 (in press)

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

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. (2004) Managerial Stress in Estonia, 28th International Congress of Psychology, to be held from August 8 to August 13, 2004, in Beijing, China (Abstracts, CD ROM)

-Teichmann, M., Murdvee M., Saks, K. (2004) Spiritual Needs and Quality of Life in Estonia, 1-st International Conference Quality of Life and Psychology, Thessaloniki, Greece, 3 – 5 December 2004, p 62

-Teichmann, M. (2004) Work and Stress: Estonian perspective, Abstracts, WHO European Ministerial Conference on Mental Health, WHO Pre-conference on Mental Health and Working Life, Tallinn, 4-5 okt.2004, <http://www.sm.ee/eng/pages/index.html>

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.

Recent publications:

- Trentini G., Zatti A., Bustreo M. (2003) Identification Processes and Valorial Dynamics, in Atti XI European Congress on Work and Organizational Psychology "Identity and Diversity in Organizations. Building Bridges in Europe", Lisbona, 2003, pp. 15.
- Trentini G., Bustreo M., Bellotto M., Bolla C., Ferri S. (2004) Membership, Leadership & Conflicts: Mobbing in Interpersonal and Social Relations, in Atti 28th International Congress of Psychology, Beijing, China, 8-13 August 2004, p. 383
- Trentini G. Senso, storia e metodologia della ricerca, in Le voci dell'Io e il concerto dei valori, Franco Angeli, Milano, 2004, pp. 9-20.

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.

Recent publications:

- van der Flier, H., Thijs, G.D., & Zaaiman, H. (2003). Selecting students for a South African mathematics and science foundation Programme: effectiveness and fairness of school-leaving examinations and aptitude tests. *International Journal of Educational Development*, 23, 399-409
- van Hooft, E.A.J., Born, M.Ph., Taris, T.W., van der Flier, H., & Blonk, R.W.B. (2004). Predictors of Job search behavior among employed and unemployed people. *Personnel Psychology*, 57, 25-59.
- Kolk, N.J., Born, M.Ph., & van der Flier, H. (2004). A Triadic Approach to the Construct Validity of the Assessment Center: The Effect of Categorizing Dimensions into a Feeling, Thinking, and Power Taxonomy. *European Journal of Psychological Assessment*, 20, 149-156.

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:

- Kauppinen, M., Vartiainen, M., Kontio, J., Kujala, S. & Sulonen, R. (2004). Implementing requirements engineering processes throughout organizations: success factors and challenges. *Information and Software Technology* 46, 14, 937-953
- Vartiainen, M., Hakonen, M. & Kokko, N. (2004) Degree of virtuality, the well-being and performance in dispersed teams and projects. In: Proceedings of 8th International Workshop on

Teamworking (IWOT 8), Trier, Germany, September 16-17, 2004. Trier: University of Trier and European Institute for Advanced Studies in Management. 11 p + appendix.

-Ruuska, I. & Vartiainen, M. (2004) Characteristics of knowledge sharing communities in project organizations. In: Wikström, K. & Artto, K. (Eds.) Proceedings of Project Research Conference, IRNOP VI, August 25-27, 2004, pp. 578-598. Turku, Finland. Turku: Åbo Akademi University Press.

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:

-Wilpert, B. & Fahlbruch, B. Safety Culture: Analysis and Intervention. (2004). In C. Spitzer, U. Schmocker & V. N. Dang (eds.) *Probabilistic Safety Assessment and Management, PSAM 7 – ESREL '04*, Vol. 2. London: Springer, 843 – 849

-Wilpert, B. (2004). System Safety. In Ch. Spielberger (ed.). *Encyclopedia of Applied Psychology, Vol. 3*. Oxford: Elsevier, 529 - 533

-N.Itoigava, B.Fahlbruch & 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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