

EUROPEAN NETWORK  
OF ORGANISATIONAL AND WORK PSYCHOLOGISTS

# ENOP

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# ***ENOP NEWSLETTER No. 76*** ***SEPTEMBER, 2019***

## **0. Contents**

1. Editorial.
2. ENOP Business Meeting 2019.
3. Report on the ENOP Symposium 2019 “Opportunities, Challenges and Hindrances for Academia – State of the Art and Looking for Solutions“ (March 28-29, 2019, Paris).
4. The Reference Model 2020. Update of the ENOP-EAWOP Reference Model for W&O psychology (June 2019)
5. Future Congresses, Conferences, Meetings (2019-2022).
6. ENOP-Members Research Interests and Recent Publications.

# 1. Editorial

Dear Colleagues,

This Newsletter provides information about activities of the ENOP in the period from March 2019 till September 2019.

You will find information about decisions taken at the ENOP Business Meeting held in Paris, on March 29, 2019, and report on the ENOP Symposium 2019 “Opportunities, Challenges and Hindrances for Academia – State of the Art and Looking for Solutions” (March 28-29, 2019, Paris).

Besides the ENOP-EAWOP Reference Model for W&O psychology, which has been approved at ENOP Business Meeting-2019 in Paris and amended after the discussions at EAWOP Congress-2019 in Torino, was presented.

Details about forthcoming congresses, conferences and meetings in the field of Work and Organizational Psychology (2019-2022) are included as well.

Finally, you will find updated contact information of the ENOP members, résumés of their research activities, list of publications in 2018-2019, and some other helpful information.

***Liudmyla Karamushka***  
*Kyiv, September 2019*

## 2. ENOP BUSINESS MEETING 2019

ENOP Business Meeting took place in Paris on **29 March, 2019**, at New building of the Maison des Sciences de l'Homme, Paris (54, boulevard Raspail).

**Participants:** John Arnold, António Caetano, Marco Depolo, Franco Fraccaroli, Gudela Grote (minutes), Dragos Iliescu, Liudmyla Karamushka, Christian Korunka, Ioannis Nikolaou, José María Peiró, Wilmar Schaufeli, Dirk Steiner, Markus Sverke, Matti Vartiainen, Hans de Witte, Fred Zijlstra (chair).

### Agenda:

1. Opening
2. Announcements
3. Minutes of previous ENOP Business Meeting (2018)
4. ENOP budget
5. ENOP membership
6. Connection with MSH
7. Next ENOP Symposium 2020
8. ENOP Reference Model
9. ENOP website and ENOP Newsletter
10. ENOP CoCo membership
11. Activities by ENOP members
12. AOB
13. Closing



## **1. Opening**

*Fred Zijlstra* opened the meeting, the agenda was approved.

## **2. Announcements**

*Mare Teichmann*, *Wilmar Schaufeli* and *Marco Depolo* resign from ENOP due to their retirement. *Wilmar Schaufeli* and *Marco Depolo* said a few words of farewell and thanked by everyone for their great service to ENOP.

## **3. Minutes from previous ENOP Business meeting (2018)**

The Minutes of the 2018 ENOP Business Meeting were approved.

## **4. ENOP budget/financial issues**

ENOP finances are in good shape. Details upon request available from *Fred Zijlstra*.

## **5. ENOP membership**

-*Zeynep Ayca*n has resigned and also did not name any potential successors. The political situation in Turkey may mean that for the foreseeable future ENOP will not have members from Turkey.

-*Rosalind Searle* (University of Glasgow) has been proposed as a new member from the UK. *Barbara Wisse* (University of Groningen) is proposed as a new member from the Netherlands. Their membership is unanimously approved.

-*Dirk Steiner* has been member of ENOP since 2018, but could not come last year. He was welcomed and briefly introduced himself.

## **6. Connection with MSH**

*Fred Zijlstra* and *Dirk Steiner* have had a meeting with the director of MSH. He is very interested in rebuilding the relationship with ENOP, e.g. by providing a meeting room for ENOP symposia and business meetings, by exploring joint symposia, and taking up ENOP activities in the MSH newsletter.

## **7. Next ENOP Symposium 2020**

Three topics are briefly discussed: cross-cultural research, interdisciplinary research, and research on flexible working and more generally the future of work. Flexible working was chosen as the topic for the ENOP symposium 2020 with *Christian Korunka* (main responsible), *Hans de Witte*, *Ioannis Nikolaou* and *José María Peiró* preparing it. The date will be either March 26-27, 2020 (first priority) or March 19-20, 2020. *Fred Zijlstra* will check with the MSH about a meeting room.



## **8. ENOP Reference Model**

*José María Peiró, Fred Zijlstra and Marco Depolo* presented their work on the revised ENOP Reference Model. Some editorial changes are suggested. Several ENOP members mentioned how the Reference Model has been useful in recent revisions of the curricula at their universities. It is emphasized that it cannot be prescriptive due to major differences between countries and universities, but that it is a very useful framework. The Reference Model is unanimously approved.

## **9. ENOP website and ENOP Newsletter**

*-Ioannis Nikolaou* volunteered to take over the hosting of the webpage from *Mare Teichmann*.

*-Liudmyla Karamushka* will be responsible for the ENOP Newsletter. All members were requested to drop a few lines describing their activities to *Liudmyla Karamushka* for the ENOP Newsletter.

## **10. ENOP CoCo membership**

*Dirk Zijlstra* was elected as a new member of the ENOP CoCo in the role of treasurer. *Gudela Grote* resigned from the CoCo opening up the possibility for newer/younger members of ENOP to join the CoCo which does not necessarily need another member because in the past CoCo had one member more.



## 11. Activities by ENOP members

-*Franco Fraccaroli* gave an update on the EAWOP congress in Turin: more than 2000 submissions and 1600 participants, which will be an all-time record.

-*John Arnold*, mentioned that he started a successful BSc program in Business Psychology at his university.

-*Fred Zijlstra* mentioned that the new Master of Research program in WOP (jointly organized by himself, José María and Michael Frese) has been approved and will start in September 2019.

-*José María Peiró* mentioned that IAAP will celebrate its centennial with a special conference in December 2020 in Cancun.



## 12. AOB

none

## 13. Closing

*Fred Zijlstra* closed the meeting and thanked everyone for the fruitful discussions.



### **3. Report on the ENOP Symposium 2019 “Opportunities, Challenges and Hindrances for Academia – State of the Art and Looking for Solutions” (March 28-29, 2019, Paris)**

During its annual meeting (28-29 March 2019), the ENOP has hosted the symposium entitled "Opportunities, Challenges and Hindrances for Academia – State of the Art and Looking for Solutions".

The symposium was co-organized by **Hans De Witte, Dragos Iliescu, John Arnold, and Marco Depolo.**

During 1 and a half days, a number of presentations have focused on the occupational health of academic staff in European universities.

In the **first day**, the symposium was opened by **Marco Depolo** with an analysis of qualitative data collected from ENOP colleagues, regarding the changes and challenges encountered during the past years in their own countries.



research on job insecurity in higher education. The study and its design were discussed, samples and participating countries were described, preliminary results were presented and exciting ways to continue the project were suggested.



The second half of the first day was taken by 4 short presentation and the associated discussions.

**Dragos Iliescu** presented on "Justice Perceptions as Antecedents of Quantitative and Qualitative Job Insecurity", a cross-sectional analysis based on the first wave of (Romanian) data from the previously described international project on job insecurity in academia.



**Darja Maslić Seršić** presented on "Job insecurity, job and personal resources as predictors of burnout in academia: The application of the revised JD-R model across different positions" - also an analysis based on the first wave of (Croatian) data from academic job insecurity project.



**Hans De Witte** presented on "Job demands and job resources among Academia in Belgium: actual situation and evolution over time", a research based on a Belgian trend study across 10 years.



**John Arnold** presented on "Improving women's opportunities for leadership in British and Irish universities. Lessons learned from a large-scale project" - an interesting contribution based on the experience of a longitudinal project on the leadership and career experiences of nearly 3000 women working in UK and Irish universities.





The **second (half-) day** was taken by a presentation offered by invited guest **Marit Christensen**, describing "The ARK-programmer for organizational development in the academic sector: Results from implementing and evaluating health promoting bottom-up interventions" - the Norwegian experience in systematic surveys of occupational health, identification and intervention in psychosocial risks in academia.



The **discussions** gravitated around the experience of participants in their own countries and the relative diversity of academic contexts emerging from these reports. Systematic and unified approaches, while interesting, seem therefore unlikely in this context of large diversity on academic context, with historical differences in resources, leadership, employment law, legal pressure, and others. It was suggested that a future common project under the H2020 heading could help to narrow this gap and build a common European survey platform and intervention kit.



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## **4. THE REFERENCE MODEL 2020**

### **Update of the ENOP-EAWOP Reference Model for W&O psychology**

#### **June 2019**

*The ENOP-EAWOP Reference Model for W&O psychology was approved at ENOP Business Meeting-2019 in Paris and amended after the discussions at EAWOP Congress-2019 in Torino, both the Constituents Council meeting and the Roundtable.*

## **THE REFERENCE MODEL 2020**

### **Update of the ENOP-EAWOP Reference Model for W&O psychology**

#### **June 2019**

*M. Depolo, J-M. Peiró, F. Zijlstra*

### **1. Introduction**

The ENOP reference model provides guidance for the education and training as Work & Organisational Psychologist. The model was first introduced in 1993 (presented at the EAWOP conference in Alicante), and the latest version (labelled “ENOP-EAWOP Model”) was discussed at the ENOP Business Meeting in 2008, and presented at the General Assembly of EAWOP during the 2009 EAWOP congress. EAWOP’s General Assembly approved the Reference Model for the purpose of the European Specialized Certificate of W&O Psychology. The Reference Model has been instrumental in guiding the development, and to some extent harmonizing, of curricula in Work & Organisational Psychology across European universities.

In 2017 the Reference Model was discussed within ENOP and it was concluded that an update and revision was pertinent. This Memo briefly summarizes the main characteristics of the Reference Model (§ 2), and the main reasons for reviewing and updating the Model (§ 3). These are the starting points for an updated Model as presented in § 5.



## 2. The Reference Model: in a nutshell

The Reference Model contains four main dimensions: educational objectives, fields of study, type of science, and depth-of-specialization, which are depicted below in Table 1. A fifth transversal dimension concerns the co-presence of content and methodology in each dimension.

There were four sets of *educational objectives*, concerning the acquisition of: a) knowledge; b) skills; c) competences for professional activity (intervention and development); and d) competences for scientific research.

Although in some countries different notions and/or labels are used, it is generally recognized that the discipline of W&O Psychology covers three *fields of study*: a) work psychology; b) personnel psychology; c) organisational psychology.

A third distinction relates to the *types of science* involved. W&O psychology is intrinsically interested in both *explanatory science* (that tries to understand and explain existing reality), and *technological or change-oriented science* (that aims to change and improve reality).

Finally, three levels regarding *depth-of-specialization* were assumed: a) the level of systematic introduction, covering principles, methods and facts of a certain subject area; b) the level of focused study of problems and methods; and c) the level of detailed study of a particular issue.

By crossing the four educational objectives (knowledge, skills, professional and research competences) by fields of study mentioned above, a multidimensional matrix resulted that shows the structure of the curriculum. For the purpose of graphic presentation only the first three dimensions (educational objectives, fields of study and type of science) were selected and arranged in a two-dimensional layout (see Table 1). The fourth dimension (depth of specialization) and the fifth one (methodology always mixed with contents) were not displayed, since they did play a minor role in setting the Minimum Standards.

**Table 1: The Reference Model as presented in 1993**

WORK	PERSONNEL	ORGANIZATION	objective /type of science
General course (G)			Orientation
W1	P1	O1	Knowledge of theories ( <i>explanatory</i> )
W2	P2	O2	Knowledge of theory ( <i>technological</i> )
W3	P3	O3	Diagnostic skills ( <i>explanatory</i> )
W4	P4	O4	Intervention and design skills ( <i>technological</i> )
Professional training (e.g. stage, ethics course)			Professional competences
Research training (e.g. research project, method courses)			Research competences

### **3. Where we are now**

During the last 25 years our society has changed, and is still changing rapidly, and this applies to the domain of work and organisation as well. Organizations are experiencing the consequences of socioeconomic, socio-political, demographic, technological changes, which have an effect on people's attitudes, values and motivation, but also changes their jobs and actual behaviour. Technology has led towards an increased digitalization. This has affected the way work is organized, how people communicate (social media) and cooperate in organisations, and has introduced various new concepts: distance work, 'flex work', 'crowd working', 'virtual teams', 'flexicurity', 'gig economy' and 'gig work', etc. Socio-economic changes have led to an increase of temporary work. In addition, cultural changes have been facilitated by globalization, immigration, and new cultural values by new generations. Since there are hardly any jobs left in which people do not have to work with these digital tools, the implication is that digital competences have become part of today's professional competences. Citizens of the modern world need to be digital savvy. However, there are also specific technological developments that influence the profession of W&O psychologists, and the services they offer. As everything is digitalized, the implication is that everything is 'data', and hence we see new strategies emerging of looking at data: the use of 'big data'. This has generated new ways of dealing with data, like making use of algorithms for personnel selection purposes (i.e. using 'robot technology'). It has also stimulated using augmented reality, and so on. W&O psychologists need to be up-to-date regarding these new developments both to understand and change the reality of work and organisations as well as to use these new digital developments in research and practice of the profession. Thus, W&O Psychologists need to be able to assess the value and psychological implications of these new services and developments.

#### **3.1. *How our discipline is changing***

Apart from socio-economical changes that affect the domain of work and organisations, another development relates to the fact that there is a movement within EAWOP, SIOP, and IAAP that calls for increased relevance for the research that we do. To some extent, this implies a greater awareness for addressing societal topics in our research. However, societal problems cannot only be addressed with (W&O) psychological knowledge exclusively, but this requires involvement and cooperation with other disciplines as well. Therefore, research will have to focus more and more focus on multidisciplinary cooperation. This also applies within the field of Psychology where we see increasingly more attention and focus on Neuroscience. W&O psychologists need to understand, and also be able to work with colleagues from that field. Furthermore, there is a tendency noticeable to look for topics where our discipline borders to adjacent disciplines like 'decision making', 'behavioural economics', business sciences, economics, medical sciences, technology.

Psychologists should strive for societal relevance in their research, and help address problems that emerge in society. This implies that they will have to work with scientists and professionals from other disciplines, understand their language and working methods. It also means that they will have to communicate their own ideas

and findings in an understandable way to others. This implies that students need an ‘open orientation’ toward neighbouring disciplines, and understand the basic principles of neighbouring disciplines. At the same time, this also requires awareness and knowledge of how to communicate with, and possibly influence, politicians and policymakers.

The topic of ‘ethics’ has gained a lot of attention and importance in the past decade. Various cases of fraud regarding data collection, or ‘sloppy science’ and publication ethics (excessive self-citations) have been published (not only within the psychology discipline) that have resulted in more attention and greater awareness for ‘research ethics’.

Furthermore, within ENOP we have had discussions concerning the development and positioning of the field of Work & Organisation Psychology, such as whether W&O psychology is moving from Psychology Departments to Business Schools, and what consequences this may have for the content of the discipline. Whereas psychology as a discipline is increasingly gravitating towards neuroscience, we see very little W&O psychology research making links with neuroscience, with a single exception. In order to remain linked with mainstream psychology W&O psychologists need to keep in touch with developments within the Psychology discipline.

A survey among ENOP members that was conducted a few years ago, concerning what ENOP members considered to be the ‘evidence base’ of our field, showed that there was a considerable variety of topics that ENOP members regarded as the knowledge base of our field. This also demonstrated that this knowledge base is closely related to the expertise of individuals, which at the same time demonstrates the wideness of the domain of work and organisation, and the specific angles that can be defined.

SIOP publishes annually the top 10 hot topics for Industrial and Organisational Psychology. For 2018 some new topics have emerged (i.e. the ‘gig economy’, which relates to the changed socio-economic conditions), next to the traditional topics that have always been in the centre of our field (i.e. leadership’). ([http://www.siop.org/article\\_view.aspx?article=1766&utm\\_source=SIOP&utm\\_medium=Website&utm\\_campaign=SmarterWorkplace18&utm\\_content=SmarterWorkplace18](http://www.siop.org/article_view.aspx?article=1766&utm_source=SIOP&utm_medium=Website&utm_campaign=SmarterWorkplace18&utm_content=SmarterWorkplace18)). Yet, a fairly new development is that SIOP emphasizes a ‘practitioner approach’ and suggests that becoming a practitioner also requires further education and training. SIOP now acknowledges the need for a doctoral (PhD) level for practitioners: a ‘Practitioner doctorate’. Although this is not yet a general practice in Europe, we may anticipate on this development with a greater attention for professional skills in the curricula, like ‘project management’, development of a (research) proposal or proposition. The increased necessity to work in an international context (globalization) is also an element for which we need to prepare our students. All the above-mentioned aspects have an impact on the development of research and professional practice in W&O psychology.

A note of caution is in place here, in so far that these topics were mentioned by SIOP members, and thus primarily reflect developments in the USA. Although there is some similarity in economic and cultural developments, we cannot assume that trends are completely the same. In fact, if we look at practices in the field of W&O psychology there could be more attention for cultural diversity. In different regions of the world practices maybe different and inspired by local cultures and traditions. Leadership may be such an example: preferred (and effectiveness of) styles of leadership are different in the USA, in Europe, in Asia, Africa, Latin America.

The above mentioned issues should be reflected in the Reference Model, which is currently not the case. This has raised the question to what extent the current Reference Model is still adequate, and sufficiently reflects what we should teach current and future W&O psychologists. In the 2017 ENOP meeting a discussion was devoted to this question. The next paragraph resumes the outcome of this discussion, in order to continue the effort of an update of Reference Model.

#### **4. The 2017 ENOP discussion**

The discussion within ENOP provided input and suggestions for revising and improving the model. The following perspectives and suggestions have been brought forward:

- a) Attention was given to the boundaries between the three areas (Work, Personnel, Organisational), and in particular for Personnel Psychology (in relation to Human Resources Management). Since we are dealing with people in relation to their roles in the organisation and their careers, and not necessarily with the economic consequences thereof, we think that Personnel Psychology is still an appropriate label, as we think that ‘personnel’ is an accepted term for ‘people working in organisations’. W&O psychologists need to be competent in all three area’s which justifies to label the fields as such.
- b) The Reference Model is in principle a model for psychologists and meant to train W&O psychologists (as researchers and professionals); but it can also be used to organize the psychological components in other professional domains that require such components (e.g. HRM professionals, Occupational Health professionals, Human Factor professionals).
- c) The prescriptive power of the Model: The model is formulated as a frame of reference, so it has no prescriptive power. We think that the model is essential for the education of W&O psychologists. Since the model is endorsed by ENOP it has the authority of a communal group of professors from a large number of EU countries. The model has guided training and education programs in Universities in a large number of EU countries for more than 25 years, and thus contributed to the harmonization of the education of W&O psychologists across Europe. The model has also been endorsed by EAWOP.
- d) Methodological issues are very important and have changed considerably (diary methods, innovative methods for data collection, use of mixed-methods, cross-cultural research). In addition, the scientist-practitioner model requires solid methodological competences, and in particular, competences regarding



designing and evaluating interventions have become increasingly important. For these reasons, a column has explicitly been included in the model concerning ‘methodology’.

- e) In addition, interdisciplinary cooperation has become important, and this means that students should also be aware of contents from disciplines other than Psychology. For that reason, an extra column for ‘interdisciplinary study’ was inserted.
- f) The updated model makes explicit reference towards “professional attitudes and values” as part of the professional competences (c.f. Bartram & Roe (2005), and also for internships the EuroPsy list of competences have been included and can be used as a benchmark for designing, assessing professional training.

Based on developments and discussions mentioned above and suggestions within ENOP, we are proposing an update of the reference model both in structure and regarding content. Table 2 presents a proposed new structure, and in the next § suggestions for updating the content will be presented. Regarding the structure, the New Model is an extension of the ‘Old’ Model in such that the structure has been extended with two additional columns, and additional rows.

Next to the columns for (sub)disciplines (W, O, and P): columns for ‘Methods’ and for ‘Interdisciplinary’ have been added. Adding these topics reflects the emphasis and importance regarding methods and interventions in the field, and the importance to be able to work in interdisciplinary settings and teams. The landscape of available methods has extended considerably. Whereas traditionally students were taught about designing experiments or surveys, today the assortment of methods and techniques have expanded. This not only applies to statistical methods and techniques, but also concerns other ways of collecting data and information (think of diary studies, and relevant techniques do to this). In particular, evaluating interventions requires specific techniques, and students need to be aware of the appropriate techniques. Increasingly large organisations have their Research and Development unit, which also pertains to HR related aspects. W&O psychologists therefore need to be knowledgeable about a broad range of methods and techniques ranging from basic research to research and development, including qualitative research, translational research, innovative research, and non-standard consultancy. In addition, the ‘valorisation’ of research findings has gained importance. This justifies extending the model with a column dedicated to ‘methods’. Moreover, working with professionals from other disciplines might require insight in their ways of thinking, and basic assumptions and the various techniques to collect information: think of techniques for knowledge elicitation.

W&O psychology is a discipline in which new knowledge is developed, but the discipline also aims at using that knowledge to change or improve suboptimal situations in organisations. This generally requires intervening in organisations, and W&O psychologists should know how to do this. This ‘knowing how’ requires

knowledge about intervention models, methods, techniques (i.e. the theory), but also how to apply them (skills). This in fact acknowledges the ‘applied’ character of the discipline. However, changing and intervening in situations is never a matter of merely ‘applying knowledge’, because every situation/organisation differs from the other. Application requires assessing situations, making an inventory of appropriate steps, and subsequently proposing a course of action. Therefore, we propose to use the term ‘technological’ as it focuses on the knowledge and skills that are needed to change situations (knowing how), which is in fact a technological aspect. In addition, new interventions, products and solutions for existing and/or upcoming problems could be designed, that also require knowledge concerning ‘how to’. For that reason two rows were added: one for the knowledge regarding how to make changes; and one for the accompanying skills.

Internship for research and practice evidently relates to all 5 areas, and should reflect the integration of previous knowledge.

**Table 2: A new frame of reference**

	Work Psychology	Organisational Psychology	Personnel Psychology	Methods	Interdisciplinary
<b>Orientation</b>					
<b>Explanatory Knowledge</b>					
<b>Technological Knowledge</b>					
<b>Diagnostic Skills</b>					
<b>Intervention Skills</b>					
<b>Professional Attitudes &amp; Values</b>					
Research (project and report)					
Practical Internship or practicum (linked to the Europsy competences): Primary competences and Enabling competences, and Research competences (see appendix ‘x’)					

The next section aims to provide descriptions for updated content of each cell in the Table, particularly for the sub-disciplines.

## 5. Content of the curriculum

The requirements concerning the content of the curriculum are described in terms of the specific objectives to be reached and areas (cells of the matrix) to be covered. For each of the curriculum components (cells of the matrix) the objectives and contents are defined. Below in this section we describe a generic and comprehensive account of the content that should ideally be covered in a W&O Psychology curriculum. A description is given of different curriculum components (cells) organized in terms of fields, type of knowledge and education objectives. We have tried to take the developments, as mentioned above, into account as much as possible. However, as

noted before, this model is a *reference* model, and not a prescriptive model. This means it can be used as a guideline when developing new curricula or revising existing curricula. We have not specified the amount of ECTS for each column or row is advisable, that depends on the signature of each program. The EuroPsy diploma prescribes the total amount of ECTS should be obtained in the domain of W&O psychology (see § 7.4).

In evaluating the curricula that applicants have studied, certain coverage of this content is required. Although, there are considerable degrees of freedom regarding the make-up of their curricula, there are certain minimum requirements to be fulfilled. This applies both to the basic and the advanced level.

### **5.1. Orientation course**

The orientation course must enable the student to acquire general knowledge about Work & Organisational psychology as a discipline and professional field, its object of study, typical problems addressed, main theoretical approaches, some typical concepts and methods, forms of practice, ethical and legal aspects of the profession. The course must devote attention to the relationship between work and other domains of human life and activity, as well as to the relationship between W&O psychology and adjacent fields of science (i.e. other disciplines dealing with work and organization, and other fields of psychology), both with special reference to the European context. Awareness of new societal demands should be raised, and the role of W&O psychologists, regarding new opportunities it may contain. New demands may be: globalisation, sustainability of employment, digitalization, unemployment, alternative work arrangements, technological developments, new services.

### **5.2 Courses on explanatory theory**

*Work Psychology: 'Explanatory knowledge'.* Courses in Work psychology should enable the student to obtain knowledge about the main psychological theories on work as an individual and collective activity. Attention should be devoted to the mental, physical and social processes involved in goal-directed activities and the regulation thereof. Performance (including errors) and its outcomes (for individual and organisation), and adaptation, as well as the various personal and situational conditions and concomitants should be considered. Among the important topics with respect to the person are: knowledge, skills, & competences and its diversity; motivation, and satisfaction; emotions, (mental) health (i.e. functional states, fatigue, stress), and with respect to the situation: working conditions, work processes, tasks, tools, information, alternative arrangements, hazards and risks, virtual environments. Other relevant issues are new forms of work (knowledge work, platform work, crowd work, gig economy) and its implications, entrepreneurship, sustainable employability should also be considered.

*Personnel Psychology: 'Explanatory knowledge'.* Courses on Personnel psychology should enable the student to obtain knowledge about the main psychological theories concerning work- life trajectories, life-cycle in the organisation, and various forms



of employment relationships. Among the important topics are theories of continuous professional development both within a life-span perspective, and an organisational perspective (organisational socialization and its stages, the psychological contract, retirement). A third perspective is formed by theories on the psychological facets of human resources management and development as far as relating to the employment relationship, including recruitment, appraisal, selection, placement, training, performance management and reward systems. Attention must be given to contextual factors influencing employment relations, such as changes in the labour market, new organisational forms, and the intersection of work and other life roles. Also emerging topics related to digitalisation (like using social media, and algorithms in personnel selection) need to be addressed so that students are able to assess the value of these developments and the implication for the profession.

*Organisational Psychology: 'Explanatory knowledge'.* Courses on Organisational psychology should enable the student to obtain knowledge about the main psychological theories concerning organisational phenomena and the way in which they are influenced by and exert influence on psychological factors and processes (communication, leadership, power, decision making, participation) related to individual and group and organisational behaviour. The organisational phenomena include organisational structure, inter- and intra- group processes, organisational procedures, climate and culture, values, organisational learning, organisational performance, organisational justice, and inter-organisational relations. Attention should also be given to emerging topics, like the emergence of new organisational forms (internet-based platforms, network organisations and mobile virtual organisations), and cultural, gender and age diversity as implied by globalisation.

*Methods: 'Explanatory knowledge'.* These courses should provide students with knowledge about research and research methodology, including various research designs, such as experimental, longitudinal, correlational, and cross-cultural designs. Students should be able to decide what kind of approaches for data-collection are suitable for various problems, and what the strength and weaknesses are of various research designs. Also knowledge about the appropriate statistical analysis and psychometrics should be provided in these courses. Attention should also be given to the meaning and relevance of concepts like 'Big data', and 'HR Analytics'. Qualitative methodologies need also be considered. In addition the ethical principles underlying responsible conduct of research regarding human participants should be taught. Students should be able to detect and reflect upon ethical dilemmas.

*Interdisciplinary: 'Explanatory knowledge'.* Courses in this domain should provide students with basic understanding of concepts in adjacent fields: economy, business administration, law, technology assessment, and biology and health.

### **5.3. Courses on Technological Theory**

*Work psychology: 'Technological knowledge'.* The courses should provide the student with knowledge and theories concerning interventions in the field of work,

such as development of work contexts (job and task design, work process design, work time arrangements), the design and improvement of work methods and instruments, design of technology and software (with special attention to Human – ICT interfaces and cooperation), design of teams, as well as skill training and competence development. Attention has to be paid to the main theoretical approaches regarding the quality of work from a human perspective. Various perspectives regarding the use of technology should be presented. Among the topics deserving special attention are inclusion of people with diverse abilities, and the implications of digitalisation on work. Among the work outcomes (design criteria) to be considered are performance, effectiveness, satisfaction, work load, safety, and health aspects. Promoting entrepreneurship and green and sustainable jobs are also important aspects to be considered.

*Personnel psychology: 'Technological knowledge'.* The courses should provide the student with knowledge and theories on personnel recruitment and selection, performance evaluation and remuneration, various forms of careers and its development (from the perspectives of the individual and organisation), management development, skill training, competence development, man-power planning, organising employer-employee relations. Typical examples of techniques are 'assessment centres'. The students should be familiarized with the design of systems to fulfil these functions, and with various aspects of the professional role of the psychologist implementing these interventions. Special attention should be given to innovative processes of intervention (like using social media or 'big data' in selection processes and gamification in skill training and its implications).

*Organisation psychology: 'Technological knowledge'.* The courses should provide the student with knowledge and theories about psychosocial interventions in the field of organisations, both aiming at the (re)design of planned change of systems and at organisational transformation and development. Students should understand the interrelationships of specific interventions with organisational intervention paradigms and theories. Topics to be covered include: theories of organisational change and learning, approaches to organisational design and redesign and approaches to organisational intervention and development such as action research. Specific topics like leadership and participation with regard to organisational change, team development, conflict management and resistance to change should also be covered. New forms of organisations and organising processes (virtual organisation, network *organisations*, and cooperative work platforms) have also to be considered.

*Methods: 'Technological knowledge'.* These courses should teach students how to do research, encapsulating the entire process from literature search (including using packages for managing references), to formulating hypotheses and using the various tools that are needed to collect and analyse data, (i.e. various statistical packages) both for qualitative and quantitative data analysis. Furthermore students should know how to conduct diary studies, meta-analysis, network-analysis, and how the data files

should be managed and analysed for each of these. Students should also be informed about techniques for data mining.

*Interdisciplinary: 'Technological knowledge'.* Students should be able to make a stakeholder analysis for a particular project and also see what the different angles/contributions of disciplines to various societal problems could be.

#### **5.4. Diagnostic skill courses**

*Work psychology: 'Diagnostic knowledge'.* The courses should give the student an overview of methods and instruments for assessing the characteristics of the people and the work context (cf. ICF-model), analysing the characteristics of tasks, activities, work processes, functional states and the individual's role behaviour interacting with tasks and (social) context, assessing the effects of work on performance and health aspects, and diagnosing the implication of impairments on performance capacity. Furthermore, students should be taught how to find more detailed information about particular methods and instruments, and provide the opportunity to select and apply such methods and instruments in at least two of the above mentioned domains. Relevant types of work analysis are: work process analysis, task and job analysis, work requirement analysis, activity analysis, analysis of human functional states (activation and effort, emotions, fatigue, boredom, stress, circadian rhythms, etc.), the analysis of performance and work outcomes, error diagnosis, the evaluation of working conditions, work risk analysis, analysis of work group interdependencies, analysis of social interaction and cooperative work. Among the topics that have to be considered are analysis of social interactions and cooperative work. Among the methods to be covered are: use of secondary data observation techniques, psychophysiological measurements, rating scales, interviews, questionnaires, qualitative methods.

*Personnel psychology: 'Diagnostic knowledge'.* The courses should give the student an overview of methods and instruments for assessing individual characteristics for staffing organisations. Student should also be able to find more detailed information about particular methods and instruments for the assessment of people's training needs, cognitions, emotions, interests, values, life goals, and career objectives, as well as abilities, skills, competences and performance. The student should learn to compose a procedure for career development, selection, performance evaluation, remuneration or training, incorporating such methods. Moreover, the student should learn to use qualitative and quantitative techniques, which may include topics like 'HR analytics'.

*Organisation psychology: 'Diagnostic knowledge'.* The courses should give the student an overview of methods and instruments to capture the main organisational processes (communication, leadership, power, decision making, and participation). Furthermore, students should learn how to find more detailed information about particular methods and instruments for the diagnosis of organisational states and processes, and the assessment of organisational parameters and outcomes. The

student should be given the opportunity to select and use two or more of such methods and instruments to measure the organisational characteristics. Among the methods to be covered are: observation techniques, document analysis, survey techniques, work flow analysis, communication analysis, network analysis, safety and quality audits, analysis of organisational climate and culture, and organisational structure analysis, stakeholder analysis, analysis of the context of the organisation.

*Methods: 'Diagnostic knowledge'.* In this course students should be taught how to plan and set a diagnosis given a particular organisational situation, or a request from a client, in order to develop an adequate intervention, or trainings program. Part of the course should be the various options for data collection techniques, and learning how to manage the relationship with various stakeholders. The Research project at the final stage of the study should include also demonstration of these skills.

*Interdisciplinary: 'Diagnostic knowledge'.* Students should acquire knowledge about multiple approaches to diagnostic processes, as professionals in other disciplines might use different methods.

### **5.5. Intervention skills courses**

*Work psychology: 'Intervention skills'.* The courses should give the student an overview of strategies, methods and techniques for interventions relating to the (re)design of work and the optimisation of human work activity, and learn how to find more detailed information on particular methods. The student should be given the opportunity to select and apply two or more intervention methods. The intervention methods need to address techniques that facilitate changes in work processes, jobs or tasks, and teams with special attention to the interfaces with digital technologies. Skills have to be developed for recognizing the readiness for change, and potential resistance, planning and implementing, monitoring and evaluating the results of the change, and promote innovative processes. Techniques to be considered are team development, promoting job crafting, team building, work design, the design and improvement of work methods and tools, non-standard work arrangements, work teams, as well as skill training and competence development.

*Personnel psychology: 'Intervention skills'.* The courses should give the student an overview of strategies, methods and techniques for interventions relating to, selection, remuneration or training, career development, conflict and negotiations management, and show how to find more detailed information on particular methods. The students should be given the opportunity to select and apply two or more intervention methods (for example 'team development'), taking into account the results of relevant assessments. Applying the methods implies: organizing and conducting consulting sessions, providing feedback, guidance, advice, or training, communicating with employees, managers, and relevant others, effectively deal with resistance, conflicts and complaints, and implementing administrative measures. To be included are methods for the analysis of jobs, tests and other assessment techniques, methods for decision-making and utility assessment, as well as methods



for career counselling and training (including training need analysis). Among the topics to be considered are diversity of contracts, implications for psychological contracts, managing cultural diversity of the work force, developing innovative trainings (gamification), setting up employee assistance programs.

*Organisation psychology: 'Intervention skills'.* The courses should give the student an overview of strategies, methods and techniques for organisational design and interventions in order to make organisations healthier and more productive, and show how to find more detailed information on particular methods. Examples are: 'appreciative inquiry', 'proto typing and simulations'. Psychologists have to learn skills that focus on dealing with other organisational agents for strategic organisational changes paying attention to the human aspects (i.e. downsizing, mergers, opening new markets, relocations, and setting up new organisations). The student should be given the opportunity to select and apply two or more intervention methods in a simulated setting. Relevant are: general approaches to organisational design and development, as well as specific methods such as group feedback analysis, and intervention methods related to the introduction of new technologies, quality control and assurance, conflict mediation, conflict management, team development, team building, communication system design, design of safety, health and environmental protection systems.

*Methods: 'Intervention skills'.* Students should be able to use the various data analysis techniques and advanced statistics that have been mentioned previously; setting up studies (diary studies, (quasi)-experimental studies, etc.), analyse the data using the appropriate techniques, and report the study adequately (academic writing skills). The Research project at the final stage of the study should be the demonstration of this skill.

*Interdisciplinary: 'Intervention skills'.* At this stage students should be trained to work in an interdisciplinary team. Ideally they should be given a societal problem and work with peers from adjacent disciplines to provide a solution, or a plan to get to a solution. This would entail stakeholders' analysis, developing a project plan, and use accompanying techniques (like making a Gantt chart) which facilitate project management and project evaluation. Project management should be part of skills training for every professional, even so for making a so-called SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

### **5.6. Apprenticeship**

The apprenticeship (internship/stage) should give the student the opportunity to work on a particular type of problem posed by an individual or organisational client, while supervised by a qualified psychologist. This should help the student to develop competences such as: intake, diagnosis, planning, intervention, evaluation, reporting, and documentation. Special consideration should be given to communication, client participation, and professional ethics. Special attention should be paid to the professional competencies, both the core and enabling competencies, included in the

Europsy Competence Framework. Apprenticeships should be performed on the basis of a plan and concluded with a report.

### **5.7. Research project**

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 competences 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.

## **6. Didactics**

It is acknowledged that educational objectives can be achieved in very different ways. Since the results are considered to be more important than the ways in which they are achieved, these Minimum Standards do not pose requirements other than that the didactic methods be appropriate to achieve the educational objectives. It is considered desirable, though, that guidelines on didactics be developed in the near future and that 'good practice' examples are being disseminated.

## **7. Use of the Reference Model and Minimum Standards**

The Reference Model and the two sets of Minimum Standards can be used for various purposes. Its main functions are to serve as

1. a guideline for curriculum design
2. a standard for evaluating curricula
3. an aid in promotional activities of the discipline and professional.
4. a tool for the accreditation of psychologists
5. a tool for harmonizing work & organisational psychology in Europe
6. a reference for continuous professional development

These functions are specified below.

### **7.1. Curriculum design**

The Reference Model and Minimum Standards for basic and advanced level should, first of all, be considered as a guideline to be followed by those who wish to provide a basic training in W&O psychology to psychology students or an advanced training for those aiming to achieve a specialized or expert qualification in the field. The model will help curriculum designers and teachers to give current W&O programmes the appropriate content and stimulate curriculum innovation, both at the basic and advanced level. A wide-scale use of the Reference Model will help to achieve convergence of curricula in terms of structure and contents, which enhances the opportunities for the harmonization of teaching in Europe, and indirectly facilitates future cooperation and exchange, as well as the mobility of professionals across Europe.

Several design options are possible to fulfil these requirements. One option could be to include all the educational requirements in a specialized Master (such as the

Erasmus Mundus on Work, Organisational and Personnel Psychology: [www.erasmuswop.org](http://www.erasmuswop.org)). Another option could be to organize Work and Organization Psychology education as post-master studies (such as Specialization training Program in W&O Psychology in Finland: [www.psykonet.fi](http://www.psykonet.fi)). Other mixed alternatives are possible: it should be clearly intended that this Reference Model do not dictate any compulsory design option to reach the above mentioned educational goals.

### **7.2. Curriculum evaluation**

ENOP and EAWOP will promote the use of the Reference Model and Minimum Standards as a standard for evaluation by installing an evaluation body, that will invite European universities and Institutions interested to submit their existing curricula for evaluation. Universities may also submit their curriculum upon their own initiative and ask for an evaluation. Curricula which satisfy all requirements will be recognized as conforming to the Reference Model. When a curriculum does not fully meet the criteria its deficiencies will be noted and recommendations for revision will be given.

### **7.3. Promotion of W&O psychology**

Another use of the Reference Model and Minimum Standards will be to support promotional activities aiming at exhibiting the profile of European W&O psychology and its differences compared to other specialties in psychology as well as other professions.

### **7.4. Certification of psychologists**

The Reference Model and the minimum standards presented here have been designed for the purpose of accreditation. They serve as a tool to establish whether a psychologist is qualified to

- 1) Enter into supervised practice in the field of W&O Psychology in the context of EuroPsy.
- 2) Obtain the Advanced European Certificate in W&O psychology.

It is recommended that this reference model and standards be used in connection with the EuroPsy Certification system as managed by EFPA and the awarding of the Advanced Certificate in W&O Psychology by EAWOP (see <https://www.europsy.eu/quality-and-standards>).



## 5. Future Congresses, Conferences, Meetings (2019-2022)

### 2019

#### **8th EAWOP WorkLab – Practitioner Skills Workshop**

‘New ways of working: participative and evidence-based  
workplace design’

November, 7-9, 2019

Malta

Web: <http://www.eawop.org/worklab-2019a>



### 2020



#### **35th Annual SIOP Conference**

April 23-25, 2020

Austin, TX, USA

Web: <https://www.siop.org/Annual-Conference>

#### **32nd International Congress of Psychology ICP 2020**

June 19-24, 2020

Prague, Czech Republic

Web: <http://www.icp2020.com>



**PSYCHOLOGY IN THE 21ST CENTURY:  
OPEN MINDS, SOCIETIES & WORLD**

The 32<sup>nd</sup> International Congress of Psychology  
PRAGUE 2020 / Czech Republic



**80th Annual Meeting  
of the Academy of Management**  
August 7-11, 2020 |  
Vancouver, British Columbia, Canada  
Web: <http://aom.org/annualmeeting/>

### **7th EAWOP EARLY CAREER SUMMER SCHOOL**

September 14-18, 2020

Durham, UK

Web: <http://www.eawop.org/next-school2>



**2021**

### **20<sup>th</sup> EAWOP Congress**

May 26-29, 2021

Glasgow, UK

Web: <https://www.bps.org.uk/eawop2021>



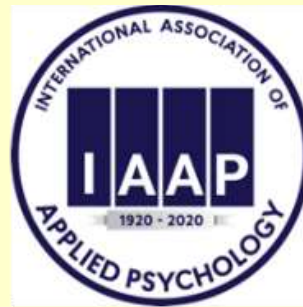
**2022**

**30th International Congress of Applied Psychology**

July 24-29 2022

Beijing , China

Web: <http://www.icap2022.com>



**Submitted by:**

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## 6. ENOP-Members Research Interests and Recent Publications

*In this section you will find a list of 25 members of «New» ENOP, their addresses and research topics as well as publications dated 2018-2019 indicated by the members.*

**1. Arnold, John.** School of Business and Economics, Loughborough University, Ashby Road Loughborough, LE11 3TU, United Kingdom, tel.: +44 (0) 1509 228007, e-mail: [J.Arnold@lboro.ac.uk](mailto:J.Arnold@lboro.ac.uk)

<http://www.lboro.ac.uk/departments/sbe/staff/profiles/arnoldjohn/arnold-john.html>

Research topics:

All aspects of careers in both vocational and organizational contexts.

**2. Caetano, António.** Human Resource Management and Organizational Behavior Department, ISCTE - Instituto Universitário de Lisboa (ISCTE-IUL), Av. Forças Armadas, Edif ISCTE, 1649-026, tel. +351217903001 Lisboa. e-mail: [antonio.caetano@iscte-iul.pt](mailto:antonio.caetano@iscte-iul.pt)

Research topics:

Social exchange in organizations; group processes; wellbeing at work; human resources management; entrepreneurship.

Recent publications:

- Santos, S.C., Morris, M.H., Caetano, A., Costa, S.F., Neumeyer, X. (2019). Team entrepreneurial competence: multilevel effects on individual cognitive strategies. *International Journal of Entrepreneurial Behaviour and Research*, 25 (6), pp. 1259-1282. DOI: 10.1108/IJEBr-03-2018-0126

**3. De Witte, Hans.** Research Group Work, Organisational & Personnel Psychology (WOPP-O2L), Faculty of Psychology and Educational Sciences-KU Leuven, Van den Heuvelinstituut (VHI), Dekenstraat 2, Postbox 3725, B-3000 Leuven, Belgium, Tel. +16-32.60.60, Fax. +16-32.60.55, e-mail: [Hans.Dewitte@kuleuven.be](mailto:Hans.Dewitte@kuleuven.be)

*Additionally affiliated at* Optentia Research Focus Area, Vanderbijlpark Campus, North-West University, South-Africa

Research topics:

Psychological consequences of job insecurity, unemployment, temporary employment and downsizing; mobbing at work; burnout; work engagement; attitudes towards work.

Recent publications:

-Du Toit, M., De Witte, H., Van den Broeck, A., & Rothmann, I. (2018). Unemployment experiences in context: A phenomenological study in two townships in South Africa. *Journal of Psychology In Africa*, 28(2), 122-127, <https://doi.org/10.1080/14330237.2018.1454575>

-Du Toit, M., De Witte, H., Rothmann, S., & Van den Broeck, A. (2018) Contextual factors and unemployment: a review of qualitative studies. *SA Journal of Economic and Management Sciences*, 21(1), a2083. Doi:10.4102/sajems.v21i1.2083.

-Erreygers, S., Vandebosch, H., Vranjes, I., Baillien, E., & De Witte, H. (2018). Development of a measure of adolescents' online prosocial behavior. *Journal of Children and Media*, 12(4), 448–464. <https://doi.org/10.1080/17482798.2018.1431558>

-Fischmann, G., De Witte, H., Sulea, C., & Iliescu, D. (2018). Qualitative job insecurity and in-role performance: A bidirectional longitudinal relationship? *European Journal of Work and Organizational Psychology*, 27(5), 603-615.  
<https://doi.org/10.1080/1359432X.2018.1504769>

**4. Fraccaroli, Franco.** Department of Psychology and Cognitive Science, University of Trento, Italy, Palazzo Fedrigotti, Corso Bettini 31, I-38068 ROVERETO (TN), tel. (+39) 0464 808609, fax:(+39) 0464 808602, [franco.fraccaroli@unitn.it](mailto:franco.fraccaroli@unitn.it), <http://discof.unitn.it/fraccaroli.htm>

Research topics:

Elderly workers and the work exit phase; psycho-social risk and quality of organizational life; workaholism; psycho-social transitions to work and within work; psychology of working times; organizational identification and burnout

Recent publications:

-Corbiere M., Zaniboni S., Dewa C.S., Villotti P., Lecomte T., Sultan-Taïeb H., Hupé J., Fraccaroli F. (2019). Work productivity of people with a psychiatric disability working in social firms. *Work*, 62, pp.151-160

-Dewa C.S., Hoch J.S., Corbière M., Villotti P., Trojanowski L., Sultan-Taïeb H., Zaniboni S., Fraccaroli F. (2019). A Comparison of Healthcare Use and Costs for Workers with Psychiatric Disabilities Employed in Social Enterprises Versus Those Who Are Not Employed and Seeking Work. *Community Mental Health Journal*, 55, pp.202-210

-Fraccaroli F., Barbieri I. (2019). The consequences of "poor job" on individual and organizational well-being. *Lavoro e Diritto*, 33, pp.29-50

-Fazi L., Zaniboni S., Estreder Y., Truxillo D., Fraccaroli F. (2019). The role of age in the relationship between work social characteristics and job attitudes. *Journal of Workplace Behavioral Health*, 34, pp.77-95

**5. Grote, Gudela.** Department of Management, Technology, and Economics, ETH Zürich, Weinbergstrasse 56/58, 8092 Zürich, Switzerland; Tel. +41446327086, Fax: +41446321186, e-mail: [ggrote@ethz.ch](mailto:ggrote@ethz.ch)

Research topics:

Socio-technical systems design; safety management; leadership and cooperation in high-risk teams and innovation teams; career management; psychological contract; flexible working.

Recent publications:

-Grote, G. (2019). Leadership in resilient organizations. In S. Wiig & B. Fahlbruch (eds.), *Exploring resilience - A scientific journey from practice to theory* (pp. 59-68). Springer.

**6. Iliescu, Dragos.** Department of Psychology, University of Bucharest, Sos. Panduri Nr. 90, 050657 Bucharest, Romania (Tel: +40723627077; e-mail: [dragos.iliescu@fpse.unibuc.ro](mailto:dragos.iliescu@fpse.unibuc.ro)).

Research topics:

Psychological assessment, tests and testing, with an emphasis on cross-cultural testing and test adaptation; personnel psychology, with emphasis on selection methods; occupational health, with emphasis on job insecurity.

Recent publications:

-Butucescu, A., & Iliescu, D. (2019). It was unfair! Should I appeal? The moderating role of Agreeableness and Neuroticism between Fairness Perceptions in Assessment and

Intention to Appeal. *Ethics and Behavior* (online first). DOI: 10.1080/10508422.2019.1620609

-Iliescu D., & Butucescu A. (2019). Mediation and Conciliation in Collective Labor Conflicts in Romania. In M. Euwema, F. Medina, A. García, & E. Pender (Eds.). *Mediation in Collective Labor Conflicts: Industrial Relations & Conflict Management* (pp. 175-191). Bern: Springer, Cham. DOI: 10.1007/978-3-319-92531-8\_12

Iliescu, D., & Greiff, S. (2019). The Impact of Technology on Psychological Testing in Practice and Policy: What Will the Future Bring. *European Journal of Psychological Assessment*, 35, 151-155. DOI: 10.1027/1015-5759/a000532

-Ion, A., Iliescu, D., & Nedelcea, C. (2019). A multi-measure, multi-ethnic investigation of anxiety. *Current Psychology* (online first). DOI: 10.1007/s12144-019-00303-z

-Livinti, R., & Iliescu, D. (2019). Investigation of the psychometric properties of the Perceived Parental Autonomy Support Scale in the Southeastern European context. *Current Psychology* (online first). DOI: 10.1007/s12144-019-00317-7

-Oprea, B., Iliescu, D., Burtăverde, V., & Dumitrache, M. (2019). Personality and boredom at work: the mediating role of job crafting. *Career Development International* (online first). DOI: 10.1108/CDI-08-2018-0212

-Oprea, B., Barzin, L., Virga, D., Iliescu, D., & Rusu, A. (2019). Effectiveness of Job Crafting Interventions: A Meta-Analysis and Utility Analysis. *European Journal of Work and Organizational Psychology* (online first). DOI: 10.1080/1359432X.2019.1646728

**7. 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@ gmail.com.

Research topics:

Change management; organizational culture; professional stress; burnout; social tension in the organizations.

Recent publications:

-Karamushka, L.M., Dziuba, T.M. The phenomenon of "health" as a research topic in organizational psychology (2019). *Organizational Psychology. Economic Psychology*. 2019. Vol. № 1 (16), 22-33.

-Psychological technologies of teachers' training for the development of organizational culture in Conditions of social tension: Monograph (2018) / L. M. Karamushka, O.V.Kredentser, K. V. Tereshchenko, et al. / Edited by L. M.Karamushka. Kyiv: Kostiuk Institute of Psychology of the NAES of Ukraine, 2018, 240 p.

**8. Kinnunen, Ulla.** Faculty of Social Sciences (Psychology), 33014 Tampere University, Tampere, Finland (Tel. +358401901386, e-mail: ulla.kinnunen@tuni.fi)

Research topics:

Recovery from job strain; job insecurity and temporary work; job burnout and workengagement; work-family interface; leadership

Recent publications:

-Kinnunen, U., Feldt, T., & de Bloom, J. (2019). Testing cross-lagged relationships between work-related rumination and well-being at work in a three-wave longitudinal study across 1 and 2 years. *Journal of Occupational and Organizational Psychology*. DOI:10.1111/joop.12256

-Van Laethm, M., Beckers, D. G. J., de Bloom, J., Sianoja, M., & Kinnunen, U. (2018). Challenge and hindrance demands in relation to self-reported job performance and the role



of restoration, sleep quality, and affective rumination. *Journal of Occupational and Organizational Psychology*. DOI:10.1111/joop.12239

**9. König, Cornelius J.** Universität des Saarlandes, Campus A1 3, 66123 Saarbrücken, Germany. (Tel. +49 681 302 3629; Fax. +49 681 302 3628; e-mail: ckoenig@mx.uni-saarland.de).

Research topics:

Personnel selection; job insecurity and layoffs; impact of new technologies; time management; science-practitioner gap.

Recent publications:

- Bajwa, N. ul H., & König, C. J. (2019). How much is research in the top journals of industrial/organizational psychology dominated by authors from the U.S.? *Scientometrics*, 120, 1147-1161. doi:10.1007/s11192-019-03180-2
- Bajwa, N. ul H., Langer, M., König, C. J., & Honecker, H. (2019). What might get published in management and applied psychology? Experimentally manipulating implicit expectations of reviewers regarding hedges. *Scientometrics*, 120, 1351-1371. doi:10.1007/s11192-019-03164-2
- Fell, C. B., König, C. J., Jung, S., Sorg, D., & Ziegler, M. (2019). Are country level prevalences of rule violations associated with knowledge overclaiming among students? *International Journal of Psychology*, 54, 17-22. doi:10.1002/ijop.12441
- Langer, M., König, C. J., & Papathanasiou, M. (2019). Highly-automated job interviews: Acceptance under the influence of stakes. *International Journal of Selection and Assessment*, 27, 271-234. doi:10.1111/ijsa.12246
- Langer, M., König, C. J., & Scheuss, A. (2019). Love the way you lie: Recruiter impression management in company presentation videos. *Journal of Personnel Psychology*, 18, 84-94. doi:10.1027/1866-5888/a000225
- Langer, M., Schmid Mast, M., Meyer, B., Maass, W., & König, C. J. (2019). Research in the era of sensing technologies and wearables. In R. Landers (ed.), *The Cambridge handbook of technology and employee behavior* (pp. 806-835). Cambridge, UK: Cambridge University Press.
- Risavy, S. D., Fisher, P. A., Robie, C., & König, C. J. (2019). Selection tool use: A focus on personality testing in Canada, the United States, and Germany. *Personnel Assessment and Decisions*, 5, 62-72.
- Schneeberger, T., Hirsch, A., König, C. J., & Gebhard, P. (2019). Impact of virtual environment design on the assessment of virtual agents. In: *Proceedings of the 19th ACM International Conference on Intelligent Virtual Agents* (pp. 148-150). Paris, France: ACM. doi:10.1145/3308532.3329455
- Siegel, R., Hentze, J., Porsch, L., & König, C. J. (2019). Wie wirkt sich „digitale Kontrolle“ auf die Arbeitnehmenden aus? Was sind mögliche Konsequenzen? *AK-Beiträge*, 1/2019, S. 48-62.
- Debus, M. E., Unger, D., & König, C. J. (in press). Job insecurity and performance over time: The critical role of job insecurity duration. *Career Development International*, advance online publication. doi: 10.1108/CDI-04-2018-0102
- Debus, M. E., Kleinmann, M., König, C. J., & Winkler, S. (in press). Being tough versus tender: The impact of country-level and individual masculinity orientations when appraising job insecurity. *Applied Psychology: An International Review*, advance online publication. doi:10.1111/apps.12189



**10. Korunka, Christian.** Faculty of Psychology, University of Vienna. Universitaetsstrasse 7, A-1010 Vienna, Austria. Phone +43 4277 47342. Email: [christian.korunka@univie.ac.at](mailto:christian.korunka@univie.ac.at)

Research topics: New job demands, flexible work, boundaryless work, quality of working life,

Recent publications:

-Korunka, C., Kubicek, B., & Riska, M. (2019). New Way of Working in Public Administration in Europe. *Austrian Presidency of the Council of the European Union*, 2019.

-Mauno, S., Kubicek, B., Minkkinen, J. & Korunka, C. (2019). Antecedents of intensified job demands: Evidence from Austria. *Employee Relations*, 41(4), 694-707.

-Gerdenitsch, C. & Korunka, C. (2018). Digitale Transformation der Arbeitswelt (*Digital Transformation of the World of Work*). Berlin: Springer International.

-Prem, R., Scheel, T., Weigelt, O., Hoffmann, K. & Korunka, C. (2018). Procrastination in Daily Working Life: A Diary Study on Within-Person Processes That Link Work Characteristics to Workplace Procrastination. *Frontiers in Psychology*, doi 10.3389/fpsyg.2018.018.

**11. Kouabenan, Rémi.** Université Pierre Mendès France, UFR SHS, Département de Psychologie, BP 47, 38040, 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](mailto:Remi.Kouabenan@upmf-grenoble.fr)

Research topics:

Health and safety: accident analysis; risk perception; human behaviour and transport mode choice; management of change and innovation; management of conflicts and social relations.

**12. Kożusznik, Barbara.** Department of Pedagogy and Psychology, University of Silesia, Bankowa 12, 40-007 Katowice, Poland (Tel. +48510089193; e-mail: [barbara.kozusznik@us.edu.pl](mailto:barbara.kozusznik@us.edu.pl))

Research topics:

Social influence in organizations, team effectiveness and its correlates, team science, deinfluencing (DEI) as a phenomenon of conscious withdrawal of influence.

Recent publications:

-Kożusznik B., Brol M., Chrupała- Pniak M. (2019). Three decades of mediation in Poland. A constructive intervention or an obligatory requirement? (In) Martin Euwema, Francisco José Medina, Ana Belén García, Erica Pender (Eds) *Mediation in Collective Labor Conflicts* Copyright 2019 Publisher Springer International.

-Kożusznik B., Paliga M., Grabowski D., Smorczewska B., Kożusznik M. (2018). Development and Validation of the Team Influence Relations Scale (TIReS): Beyond the Measurement of Individual Influence in Teams". *Baltic Journal of Management* ISSN, vol.13, issue 1, pp.84-103.

**13. Maslić Seršić, Darja.** Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb, Ivana Lučić 3, 10000 Zagreb, Croatia. (Tel. + 385 1 4092199; fax: +385 1 4092037; e-mail: [darja.maslic@ffzg.hr](mailto:darja.maslic@ffzg.hr)).

Research topics:

Work motivation, occupational health; psychology of unemployment, job search behavior, job insecurity, employability; organizational commitment.

Recent publications:

-Tomas, J., Maslić Seršić, D., & De Witte, H. (in press). Psychological climate predicting job insecurity through occupational self-efficacy. *Personnel Review*.

**14. Muhonen, Tuija.** Centre for Work Life and Evaluation Studies & Department of Urban Studies, Malmö University, SE 205 06 Malmö, Sweden; Tel. +46 702327451, e-mail: [tuija.muhonen@mau.se](mailto:tuija.muhonen@mau.se)

Research topics:

Organisational and social work environment issues, health and wellbeing, psychosocial safety climate, gender mainstreaming in academia; career development and leadership from a gender perspective.

Recent publications:

-Geisler, M., Berthelsen, H., & Muhonen, T. (2019). Retaining Social Workers: The Role of Quality of Work and Psychosocial Safety Climate for Work Engagement, Job Satisfaction, and Organizational Commitment. *Human Service Organizations: Management, Leadership & Governance*, 1-15.

-Berthelsen, H., Muhonen, T., & Toivanen, S. (2018). What happens to the physical and psychosocial work environment when activity-based offices are introduced into academia?. *Journal of Corporate Real Estate*, 20 (4), 230-243.

**15. Munduate, Lourdes.** Department of Social Psychology. Universidad de Sevilla. C/ Camilo Jose Cela s/n, 41018 Seville, Spain (Tel. +34 954557706; e.mail: [munduate@us.es](mailto:munduate@us.es)).

Research topics:

Conflict management, negotiation and mediation strategies, and power dynamics in organizations.

**16. Nielsen, Karina.** Institute of Work Psychology, Sheffield University Management School, University of Sheffield, Conduit Road, S10 1FL Sheffield, UK, tel. +441142220983. e-mail: [k.m.nielsen@sheffield.ac.uk](mailto:k.m.nielsen@sheffield.ac.uk)

Research topics:

Leadership and well-being, design, implementation and evaluation of organizational interventions; restructuring and well-being.

Recent publications:

-Abildgaard, J.S., Nielsen, K., Wåhlin-Jacobsen, C.D., Maltesen, T., Christensen, K.B. & Holtermann, A. (in press). Same, but Different' – a mixed methods realist evaluation of a cluster randomized controlled participatory intervention. *Human Relations*.

-Nielsen, K. & Taris, T.W. (2019) Leading well: Challenges to researching leadership in occupational health psychology – and some ways forward, *Work & Stress*, 33:2, 107-118,

-Taris, T.W. & Nielsen, K. (2019) Leadership in occupational health psychology, *Work & Stress*, 33:2, 105-106,

-Sorensen, G., Peters, S, Nielsen, K., Nagler, E., Karapanos, M, Wallace, L., Burke, L., Dennerlein, J.T. & Wagner, G.R. (2019). Improving Working Conditions to Promote Worker Safety, Health and Wellbeing for Low-Wage Workers: The Workplace Organizational Health Study. *International Journal of Environmental Research and Public Health*.

-Tafvelin S., Nielsen, K., Abildgaard, J.S., Richte, A., von Thiele Schwarz U., & Hasson, H. (2019) Leader-Team Perceptual Distance Affects Outcomes of Leadership Training: Examining Safety Leadership and Follower Safety Self-Efficacy. *Safety Science*, 120, 25-31.

**17. Nikolaou, Ioannis** Department of Management Science and Technology, Athens University of Economics and Business, 76 Patission Ave., 10434, Athens, Greece (tel. +30-210-8203121; e-mail: [inikol@aueb.gr](mailto:inikol@aueb.gr))

Research topics:

Employee recruitment and selection; applicant reactions to selection methods; social media in recruitment/selection; gamification in recruitment; employer branding; personality in selection.

Recent publications:

-Georgiou, K., Gouras, A., & Nikolaou, I. (2019). Gamification in employee selection: The development of a gamified assessment. *International Journal of Selection and Assessment*, 27, 91-103. <https://doi.org/10.1111/ijsa.12240>

**18. Peiró, José María.** Faculty of Psychology, Research Institute of Personnel Psychology, Organizational Development and Quality of Working Life (IDOCAL), Valencian Institute of Economic Research (IVIE). Avenida Blasco Ibañez 21, 46010 Valencia, Spain, tel.: +34 96 38646 89, fax.: +34 96 386 46 68, email: [jose.m.peiro@uv.es](mailto:jose.m.peiro@uv.es)

Research topics:

Work stress; work teams; flexibility and job insecurity; organizational climate and culture.

Recent publications:

-Abdi, T., Peiró, J.M., Ayala, Y. & Zappalà, S. (2019). Four Wellbeing Patterns and their Antecedents in Millennials at Work. *International Journal of Environmental Research and Public Health*, 16 (1), 25

-Cristiani, A., & Peiró, J.M. (2019). Calculative and collaborative HRM practices, turnover and performance: Evidence from Uruguay. *International Journal of Manpower*, 40(4) 616-642.

-García-Arroyo, J., Osca-Segovia, A., & Peiró, J.M. (2019). Meta-analytical review of teacher burnout across 36 societies: the role of national learning assessments and gender egalitarianism. *Psychology & Health*, 733-753.

-Kozusznik, M.W., Peiró, J.M., Soriano, A. (2019) Daily eudaimonic well-being as a predictor of daily performance: A dynamic lens. *PLoS ONE*, 14(4): e0215564

-Kozusznik, M. W., Maricutoiu, L. P., Peiró, J. M., Virga, D. M., Soriano, A., & Mateo-Cecilia, C. (2019). Decoupling office energy efficiency from employees' well-being and performance: A systematic review. *Frontiers in psychology*, 10, 293

-Lorente, L., Tordera, N., & Peiró, J.M. (2019). Measurement of Hedonic and Eudaimonic Orientations to Happiness: The Spanish Orientations to Happiness Scale. *The Spanish Journal of Psychology*, 22, e11, 1–9.

-Monzani, L., Kozusznik, M., Ripoll, P., Van Dick, R., & Peiró, J.M. (2019). Coping in the final frontier: An intervention to reduce spaceflight-induced stress. *Psychologica*, 62(1), 57-77.

-Odoardi, C., Battistelli, A., Montani, F., & Peiró, J.M. (2019). Affective Commitment, Participative Leadership, and Employee Innovation: A Multilevel Investigation. *Journal of Work and Organizational Psychology*, 35(2), 103-113.

-Peiró, J.M., Kozusznik, M., Rodríguez, I., & Tordera, N. (2019). The Happy-Productive Worker Model and Beyond: Patterns of Wellbeing and Performance at Work. *International Journal of Environmental Research and Public Health*, 16, 479.

-Sora, B., Höge, T., Caballer, A., & Peiró, J.M. (2019). Employment contract, job insecurity and employees' affective well-being: The role of self- and collective efficacy. *Economic and Industrial Democracy*, 40(2), 193–214.

19. **Searle, Rosalind.** Department of management, Adam Smith Business School, University of Glasgow, West Quadrangle, Gilbert Scott Building, Glasgow G12 8QQ, Scotland. Tel. +441413301781, e-mail: rosalind.searle@glasgow.ac.uk

Research topics:

Trust; counterproductive work behaviours and cohesive control; living wages; identity; women and youth employment; refugee and work.

Recent publications:

-Nerstad, C.G.L., Searle, R.H., Cerne, M., Dysvik, A., Skerlavaj, M (2018). Perceived Mastery Climate, Felt Trust, and Knowledge Sharing. *Journal of Organizational Behavior*. 39,4, 429-447.

-Patent, V. and Searle, R.H. (2019). Propensity to trust: Revisiting the concept and its measurement. *Journal of Trust Research*.

-Searle, R.H., Nienaber, A., Price, D. and Holtgrave, M. (2018). Lone star or team player? The interrelationship of different identification foci and the role of self-presentation concerns. *Human Resource Management*, 57(2), 529-547.

-Searle, R.H., Nienaber, A., Sitkin, S. (2018). Routledge Companion to trust. Routledge. London.

-Verburg, R., Nienaber, A., Searle, R., Weibel, A., den Hartog, D. & Rupp, D. (2018). The role of organizational control systems in employee trust in the organization and performance outcomes. *Group & Organization Management*, 43(2), 179–206 .

-Gustafsson, S. Gillespie, N. Searle, R.H. and Hope-Hailey. V. (forthcoming). Preserving organizational trust during times of threat. Under review *Organisation Studies*.

20. **Sonnentag, Sabine.** Department of Psychology, University of Mannheim, Schloss Ehrenhof Ost, D-68131 Mannheim, Germany, Phone: +49 621 181 2118, Fax: +49 621 181 2119, email: [sonnentag@uni-mannheim.de](mailto:sonnentag@uni-mannheim.de)

Research topics:

Job stress; recovery from job stress; exercise and eating behavior; proactive work behavior; self-regulation at work; work engagement.

Recent publications:

-Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, 22, 969-1006.

-Tremmel, S., Sonnentag, S., & Casper, A. (2019). How was work today? Interpersonal work experiences, work-related conversations during after-work hours, and daily affect. *Work & Stress*, 33, 247-267.

-Venz, L., Bosch, C., Pinck, A. S., & Sonnentag, S. (2019). Make it your break! Benefits of person-break fit for post-break affect. *Occupational Health Science*, 3, 167-186.

-Bosch, C., & Sonnentag, S. (in press). Should I take a break? A daily reconstruction study on predicting micro-breaks at work. *International Journal of Stress Management*.

-Casper, A., & Sonnentag, S. (in press). Feeling exhaustion or vigorous in anticipation of high workload? The role of worry and planning during the evening. *Journal of Occupational and Organizational Psychology*.

-Casper, A., Tremmel, S., & Sonnentag, S. (in press). Patterns of positive and negative work reflection during leisure time: A latent profile analysis. *Journal of Occupational Health Psychology*.



-Casper, A., Tremmel, S., & Sonnentag, S. (in press). The power of affect: A three-wave panel study on reciprocal relationships between work events and affect at work. *Journal of Occupational and Organizational Psychology*.

-Nesher Shoshan, H., & Sonnentag, S. (in press). The effects of employee burnout on customers: An experimental approach. *Work & Stress*.

-Parker, S. L., Sonnentag, S., Jimmieson, N. L., & Newton, C. J. (in press). Relaxation during the evening and next-morning energy: The role of hassles, uplifts, and heart rate variability during work. *Journal of Occupational Health Psychology*.

-Sonnentag, S., Eck, K., Fritz, C., & Kühnel, J. (in press). Morning reattachment to work and work engagement during the day: A look at day-level mediators. *Journal of Management*.

-Starzyk, A., & Sonnentag, S. (in press). When do low-initiative employees feel responsible for change and speak up to managers? *Journal of Vocational Behavior*.

**21.Steiner, Dirk.** Laboratoire d'anthropologie et de psychologie cliniques, cognitives et sociales (LAPCOS), Université Nice Sophia Antipolis, 24 avenue des Diablos Bleus, 06357 Nice, France; Tel. +33489152374, e-mail: [dirk.steiner@unice.fr](mailto:dirk.steiner@unice.fr)

Research topics:

Organizational justice, leadership and gender, employment discrimination.

Recent Publications:

-Piasecki, C., & Steiner, D. D. (2019). La justice organisationnelle comme levier pour promouvoir la qualité de vie au travail [Organizational justice as a means for promoting the quality of working-life]. *Psychologie du Travail et des Organisations*, 25, 116-126. <https://doi.org/10.1016/j.pto.2019.02.002>

-Zaniboni, S., Bertolino, M., & Steiner, D. D. (2019). Relating subjective age to work and non-work outcomes. *Psicologia Sociale*, 1, 39-56. doi: 10.1482/92926

**22. Sverke, Magnus.** Department of Psychology, Stockholm University, 106 91 Stockholm, Sweden (Phone: +46 8 16 14 19, Mobile: +46 70 635 1961, Fax: +46 8 15 93 42, E-mail: [magnus.sverke@psychology.su.se](mailto:magnus.sverke@psychology.su.se)).

Research topics:

Organizational change; job insecurity; work-related attitudes and well-being; psychosocial work environment factors; performance-based pay and motivation; union member attitudes and behavior.

Recent publications:

-Chmiel, N., Fraccaroli, F., & Sverke, M. (Eds.) (2019). *Introduzione alla psicologia delle organizzazioni: Una prospettiva internazionale*. Bologna: Il Mulino. (ISBN: 9788815284709)

-Chmiel, N., Fraccaroli, F., & Sverke, M. (2019). Introduzione. In N. Chmiel, F. Fraccaroli, & M. Sverke (Eds.), *Introduzione alla psicologia delle organizzazioni: Una prospettiva internazionale* (pp. 31-34). Bologna: Il Mulino.

-Klug, K., Bernhard-Oettel, C., Mäkikangas, A., Kinnunen, U., & Sverke, M. (2019). Development of perceived job insecurity among young workers: A latent class growth analysis. *International Archives of Occupational and Environmental Health*, 92, 901–918. (DOI: <https://doi.org/10.1007/s00420-019-01429-0>)

-Sconfienza, C., Lindfors, P., Lantz Friedrich, A., & Sverke, M. (2019). Social support at work and mental distress: A 3-wave study of normal, reversed, and reciprocal relationships. *Journal of Occupational Health*, 61(1), 91–100. (DOI: <https://doi.org/10.1002/1348-9585.12020>)



- Sverke, M., Låstad, L., Hellgren, J., Richter, A., & Näswall, K. (2019). A meta-analysis of job insecurity and employee performance: Testing temporal aspects, rating source, welfare regime, and union density as moderators. *International Journal of Environmental Research and Public Health*, 16(14): 2536. (DOI: 10.3390/ijerph16142536)
- Sverke, M., Falkenberg, H., Hellgren, J., Lu, C.-Q., & Pienaar, J. (2019). Cambiamento organizzativo e sue conseguenze (e come mitigarle). In N. Chmiel, F. Fraccaroli, & M. Sverke (Eds.), *Introduzione alla psicologia delle organizzazioni: Una prospettiva internazionale* (pp. 261-284). Bologna: Il Mulino.
- Annell, S., Lindfors, P., Gustavsson, P., & Sverke, M. (in press). Lämna yrket eller stanna kvar? En studie om nya poliser. *Arbetsmarknad & Arbetsliv*.

**23. Vartiainen, Matti.** Work Psychology and Leadership, Department of Industrial Engineering and Management, Aalto University School of Science. P.O.Box 15500, Maarintie 8, 00076 Aalto, Finland. (Tel. +358-50-5553380, e-mail: [matti.vartiainen@aalto.fi](mailto:matti.vartiainen@aalto.fi)).

Research topics:

Collaborative working environments in distributed, often global contexts, organizational innovations, new ways of working, mobile and multi-locational work, digital work, distributed teams and organizations, reward systems, knowledge and competence building and e-learning systems.

**24. Wisse, Barbara.** Department of Psychology, University of Groningen, Grote Kruisstraat 2/1, 9712 TS Groningen, the Netherlands; Tel. +310620403588, e-mail: [b.m.wisse@rug.nl](mailto:b.m.wisse@rug.nl). Department of Management and Marketing, Durham University Business School, Mill Hill Lane; Durham DH1 3LB, United Kingdom

Research topics:

Leadership; power; dark triad; ethics.

Recent publications:

- De Jong, N., Wisse, B., Heesink, J.A.M., & Van der Zee, K.I. (2019). Personality Traits and Career Role Enactment: Career Role Preferences as a Mediator. *Frontiers in Psychology*, 10, 1720. Doi: 10.3389/fpsyg.2019.01720
- Schyns, B., Wisse, B., & Sanders, S. (2019). Shady strategic behavior: Recognizing strategic behavior of Dark Triad followers. *Academy of Management Perspectives*, 33(2), 234-249. doi: 10.5465/amp.2017.0005
- Toth-Bos, A., Wisse, B., & Farago, K. (2019). Goal pursuit during the three stages of the migration process. *International Journal of Intercultural Relations*, 73, 25-42. Doi: 10.1016/j.ijintrel.2019.07.008
- van Dellen, S. A., Wisse, B., Mobach, M. P., & Dijkstra, A. (2019). The effect of a breastfeeding support programme on breastfeeding duration and exclusivity: a quasi-experiment. *BMC public health*, 19 (1), 993. Doi: 10.1186/s12889-019-7331-y
- Wisse, B., Rus, D., Keller, A. C., & Sleebos, E. (2019). "Fear of losing power corrupts those who wield it": the combined effects of leader fear of losing power and competitive climate on leader self-serving behavior. *European Journal of Work and Organizational Psychology*, 1-14. Doi: 10.1080/1359432X.2019.1635584
- Barelds, D. P. H., Wisse, B., Sanders, S., & Laurijssen, M. (2018). No regard for those who need it: The moderating role of follower self-esteem in the relationship between leader psychopathy and leader self-serving behavior. *Frontiers in Psychology*, 9, 1281. DOI: 10.3389/fpsyg.2018.01281

- Braun, S., Kark, R., & Wisse, B. (2018). Fifty shades of gray: Exploring the dark sides of leadership and followership. *Frontiers in Psychology*, 9: 1877. doi: 10.3389/fpsyg.2018.01877
- Toth, A., Wisse, B., Farago, K. (2018). The impact of goal attainment and goal importance on satisfaction with life –A Polynomial Regression and Response Surface Analysis. *Mentalhigiene Pszichoszomatika*, 19 (1), 80-101.
- Sanders, S., Wisse, B., van Yperen, N.W. & Rus, D. (2018). On ethically solvent leaders: The roles of pride and moral identity in predicting leader ethical behavior. *Journal of Business Ethics*, 150(3), 631-645. DOI: 10.1007/s10551-016-3180.
- Stam, D., van Knippenberg, D., & Wisse, B., & Nederveen Pieterse, A. (2018). Motivation in words: Promotion- and prevention-oriented leader communication in times of crisis. *Journal of Management*, 44 (7), 2859-2887.
- Wisse, B., van Eijbergen, R., Rietzschel, E.F., & Scheibe, S. (2018). Catering to the needs of an aging workforce: The role of employee age in the relationship between corporate social responsibility and employee satisfaction. *Journal of Business Ethics*, 147(4), 875-888. DOI: 10.1007/s10551-015-2983-8.
- Schyns, B., Neves, P., Wisse, B., & Knoll, M. (2018). Turning the blind eye to destructive leadership: The forgotten destructive leaders. In R.E. Riggio (Ed.), *What's Wrong With Leadership? (And How To Fix It)* Abbingdon, UK: Routledge.

**25. Zijlstra, Fred.** Department of Work & Social Psychology, Faculty of Psychology and Neurosciences. Maastricht University. P.O. Box 616; 6200 MD, Maastricht. Tel + 31 43 388 4337; email: [fred.zijlstra@maastrichtuniversity.nl](mailto:fred.zijlstra@maastrichtuniversity.nl)

Research topics:

Sustainability of employment, Inclusive Organisations, Disability and employment; Cognitive strategies of dealing with work.

Recent publications:

- Alabak, M., Hulsheger, U.R., Zijlstra, F.R.H., Verduyn, Ph. (2019). More Than One Strategy: A Closer Examination of the Relationship Between Deep Acting and Key Employee Outcomes. *Journal of Occupational Health Psychology*. <https://doi.org/10.1037/ocp0000152>
- Öcel-Collen, H., and Zijlstra, F., (2019). Relationship between Social Support, Cultural Values, Family-Friendly Organizations and Psychological Well-Being among Turkish and the Dutch Nurses: The Role of Recovery. *International Journal of Business, Humanities and Technology Vol. 9*(1), doi:10.30845/ijbht.v9n1p1

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