

## **2016 ENOP Symposium**

**IN MEMORIAM OF PROF. CLAUDE LEVY LEBOYER (1928-2015)**



### **Future context and domains for Work and Organizational Psychology in Europe**

**Assessing the ENOP Reference Model achievements during the last 25 years**

Coordinators:

**José M. Peiró, Marco De Polo and Vincent Rogard**

**Paris, 17-18 of March 2016**

## Presentation

Since the beginning of ENOP one of its goals was the analysis and improvement of the education of Work and Organizational Psychologists in Europe. In 1989 a discussion was held at the ENOP Annual symposium on the education of W&OP in different European countries. Soon it became clear that the development of a common frame of reference would be an important step forward to promote our discipline in Europe. In order to develop this frame of reference an Erasmus Grant (CMA-89-F 0001/CM90-F-2006) was obtained and in this context a survey was carried on among the members of ENOP about the education of W&OP Psychology in their Universities. At the same time, a Report on "The structure of studies in W&OP" was prepared and discussed (Hertz, 1990).

After a couple of years of work, the First Reference Model was presented and discussed in the ENOP Symposium, of 1993 and then presented during the EAWOP Congress at Alicante in April the same year. Its final version was published in the *European Journal of Work and Organizational Psychologist* (Roe et al. 1994). Afterwards, several revisions were discussed, and in 1998 the booklet titled "*European Curriculum in W&OP. Reference Model and Minimal Standards*" was published by ENOP with the support of La Maison des Sciences de L'Homme. Since then the ENOP Reference model has been considered and used in several countries and Universities to design W&OP education programs. It also has inspired several publications and textbooks. Along the years it has become an important and significant input in the definition and conception of the discipline of Work and Organizational Psychology in Europe and it has had a relevant influence in the education of several generations of W&O Psychologists. In 2006, the European Association of Work and Organizational Psychology created a Task Force to prepare a proposal of a European Specialized Certificate of Work and Psychologists that could be integrated in the Certification of Europsy in cooperation with the European Federation of Psychology Association. This Task Force reviewed the ENOP reference model and made the proposal of adopting it as the model to be established to describe the education required for the Specialized certification. The ENOP-EAWOP Model was presented to the Annual Symposium of 2008 and the Assembly approved this version and its use for the above mentioned purpose of the European Specialized Certification of W&O Psychology (see the text at <http://www.enop.ee/enop/index.php/curriculum>).

During this period important transformation have taken place in the world of work and organizations influenced by important socioeconomic, technological, demographic, and value changes. These transformations have had clear impact on the development of the research and professional practice of our discipline and these changes raise the issue about the adequacy of the ENOP Reference Model as it was designed and developed about a quarter of century ago.

This challenging question opens a broader issue that refers to the education of the professionals and scientists of our discipline in the coming decades, taking into account the new contexts and scenarios of work and organizations in a global world. It also poses the question about the meaning of a European approach to this education.

Taking all these issues into consideration, during the Business meeting of the Annual Symposium 2015 it was decided that the symposium of 2016 should be devoted to the analysis and revision of the ENOP Reference Model and the discussion on the future prospects of the education of Work and Organizational Psychologists in Europe.

In order to fulfill this mandate we have organized the symposium starting with an analysis of the Changes in the context of Work and Organizations in Europe and globally and implications for the Education of W&O Psychologists. Then we have asked to several colleagues that have been active in the use and development of the model across Europe to share their experiences during

the last quarter of the century. Moreover, we have included in the symposium the presentation about the recent developments of the *Europsy Specialized Certificate of Work and Organizational Psychologist* created jointly by the European Federation of Psychology Associations and the European Association of Work and Organizational Psychology. This certificate has adopted the ENOP reference model as the framework to define the required education of the certificate and has been related to the Europsy Professional Competencies framework. We have also paid attention to the views and considerations of the model made by prestigious colleagues from different regions of the world. The final part of the symposium will be devoted to the analysis of the relevant domains and contents of European WOP in the coming decades and the inputs for the Education of W&O Psychologists during the coming decades.

A few months ago, Prof. Claude Levy-Leboayer one of the founders of ENOP and one of the members of the task force who developed the Model passed away. The CoCo of ENOP and the Coordinators of the Symposium have decided to devote it memorial of Prof. Levy Leboyer and to pay tribute and recognition to her contributions to ENOP and to Applied Psychology in Europe and internationally. We are confident and hopeful that the discussions and contributions in this symposium will serve as a seminal input to the education of WOP scientist and professionals of the next generations.

## References

ENOP-EAWOP (2008): European Curriculum Reference Model with Minimum Standards for W&O Psychology: Basic and Advanced. <http://www.enop.ee/enop/index.php/curriculum>

European Network of Organizational and Work Psychologists (1998). European Curriculum in W&O Psychology. Reference Model and Minimal Standards. Maison des Sciences de l'Homme. Paris.

Guest, D. & Zijlstra, F. (2012) "Academic perceptions of the research evidence base in work and organizational psychology: A European perspective". *Journal of Occupational and Organizational Psychology*, 85: 109-119

Roe, R.A., Coetsier, P., Levy Leboyer, C., Peiró, J. M., & Wilpert, B. (1994). The teaching of Work and Organizational Psychology in Europe. Towards the development of a reference Model. *The European Work and Organizational Psychologist*, 4(4), 355-366.

## Recommended reading:

To prepare the symposium we recommend you to read the ENOP-EAWOP (2008): European Curriculum Reference Model with Minimum Standards for W&O Psychology: Basic and Advanced. <http://www.enop.ee/enop/index.php/curriculum>

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## Program

### Thursday the 17<sup>th</sup> of March, 2016

**14:00-17:30 Session 1: Changes in the context of Work and Organizations in Europe and globally and implications for the Education of W&O Psychologists.** (Chair José M. Peiró)

14:00-14:05 Welcome and introduction. José M. Peiró

14:05-14:30: The views of the European WO Psychologist before the crisis: Future challenges and needed competencies. Matti Vartiainen.

14:30-15:00 W/O research in Europe: implications for teaching W/O psychology. David Guest.

15:00-16:00 Group work session. A SWOT analysis for European Work and Organizational Psychology

16:00-16:20 Coffe Break

16:20-17:30 Plenary session (chair: David Guest).

### **Friday, 18 March 2016**

**9:30-13:00 Session 2: A quarter of a Century of ENOP Reference Model** (Chair Barbara Kozusznik).

9:30-09:45 A historical perspective of the ENOP Reference Model. José M. Peiró

09:45 11:00 Experiences on implementing the model across Europe

- The ENOP Reference Model as a framework to develop a W&O Psychology textbook. Kerstin Isaksson

- The ENOP Reference Model as a framework for the Work, Organizational and Economic Psychology Curriculum (WOE-Psychology Curriculum) developed by Austrian Universities. Christian Korunka (to be confirmed)

- ENOP Reference Model in Baltic Master Programme of Work and Organizational Psychology. Mare Teichman

- ENOP Teaching practices based on the Reference Model. The case of the Erasmus Mundus Master Program of Work Organizational and Personnel Psychology. José M. Peiró

- The perspective and evaluation of the Master alumni. Vincent Rogard

-The Reference Model in the development and implementation of the Specialization training and Continuous Professional development. Matti Vartiainen

**11:00-11:20 Coffe Break**

**11:20-13:00 Session 3: A quarter of a Century of ENOP Reference Model (cont.)**  
(Chair: Gudela Grote)

11:20-11:40, The ENOP Model and the European Specialized Certificate of Work and Organizational Psychology. Lourdes Munduate.

11:40-12:00 Views and perspectives about the ENOP reference model from outside Europe. Barbara Kozusznik.

12:00-13:00 General Discussion.

**13:00-14:30 Lunch.**

**14:30- 16:00 Group work: Relevant domains and contents of European WOP in the coming decades.** Assessing and reviewing the Reference model concept, structure and content domains. Facilitator Marco Depolo

**16:00- 16:45 Plenary session and general discussion.** Chair Marco Depolo

**16:45-17.00 General conclusions and next steps.** Chair Fred Zjilstra

## CLAUDE LÉVY LEBOYER (1928-2015). *IN MEMORIAM*<sup>1</sup>

Claude Lévy Leboyer (Paris, 1928 - Paris, 2015), one of the most eminent French organizational psychologists, has recently passed away. This is a great loss for the European and world psychology, as well as for all her disciples, friends and colleagues that had, in one or another moment, benefited from her wide knowledge and great humanity. A significant handful of well-known present day researchers and professors have grown around her, and have followed her direction and suggestions.

She had been for many years professor at the Psychological Institute of the Université René Descartes (Paris V) where she taught social and organizational psychology, and carried out many research programs on the environmental influences on behavior. She established there a Laboratory of Applied Social Psychology, in which many young researchers have been educated.

One of her first publications that brought her the esteem of her colleagues was a chapter in the well-known Henri Piéron's *Handbook of Applied Psychology* (1949) on the topic of psychology applied to industry and trade activities. In this early work she declared her conviction that the research carried out in the laboratory was a wholly valid mean for solving everyday problems, and she positioned herself against quackery and charlatanry in the study of human work. In order to obtain a right application of psychology to industry and commerce, three aspects had to be considered: individual differences –or personality; man-machine adaptation - ergonomic factor; and human factors such as motivation, human relations and job satisfaction, among others.

Another of her main interests was personnel evaluation, and the scientific methods to carry out this evaluation process. She has always claimed for the need of the use of scientific principles and techniques in applied interventions. In 1990 her book on 'Personnel assessment' was published, and it got a great impact in her country and also in psychology in Spanish and Portuguese language as it was translated into both languages in 1992. In it she presented some of the main problems of that assessment and dealt with other important questions such as the people's right to be evaluated through sound technological procedures, instead of being dismissed under a judgment made on the bases of popular and uncontrolled tools and methods. She emphasized the need of making evaluation through proved instruments fully contrasted with scientific studies, and, here as in other topics, she declared herself in favor of scientific rigor and analysis. As a result, French authorities carried out a research to determine the political and legal implications that would be involved in that sort of interventions.

She has maintained the need of evaluating personnel through the assessment of their competences. These are, in her view, one of the main factors involved in an enterprise' success. Such competences, or types of behavioral repertoires of operations that are needed in each firm or organization to be a successful one, make a difference between productive and ineffective workers. She stressed the importance of determining the basic profile of competences for an effective and creative executive in different types of enterprises. The total competences in a firm would in the end be equal to the sum of those belonging to its executives.

Abilities and I.Q. were, in her view, some relevant factors in determining competences, and, as she put for title to another of her studies, 'personality' might be considered as a clue for success in economic life. She also made a remarkable emphasis to the role of motivation in the day-to-day activity of any productive organization. In fact, she maintained the value of psychological theories and concepts, empirically proved, in the design and planning of practical interventions. On this ground, she claimed for an adequate scientific training for those professionals of psychology that should assume responsibility in daily productive life in our countries.

The development of an international scene for the work problems, was propitiated by the growing complexity of the social and economic structure of the European Union, created in 1993 by the Maastricht Treaty, that paved the way to a new historical structure of the Old Continent,

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<sup>1</sup> Published in the IAAP Bulletin, 2015,3.

and a wholly reorganized economic and working field. Lévy-Leboyer felt the importance of a new work culture, and did some empirical research on the values implicated in the labor sphere. She emphasized that, although there is everywhere a similar structure of work activity, values and ethical appreciation of such activity varies according to social variables like social class and civil status of people. She stressed the importance of social education in this field, to strengthen human conditions for the working person.

Her approach to the industrial and organizational psychology paved her way to the consideration of environmental problems in human life. In her book on this topic, different ways and models for perceiving environment were analyzed, and an emphasis was placed on the tensions and stress felt by people in certain places and spaces. Moreover, an important analysis of the personal space or 'circumstance' was included in its closing chapter.

Her open mind and wide array of interests carried her to the study of certain problems of great importance in our social world, as the one of 'vandalism' and destructive and aggressive behaviors of certain groups toward their own community, a phenomenon that in her view would be rooted in a deep default of involvement and compromise experienced by some people toward their immediate world. On such grounds, she considered some possible ways to increase in individuals a sense of property and belongingness that would compensate a previous 'alienation'.

As a IAAP president (1982-1990), she openly declared in a "Letter from the President", (Newsletter, vol. 32, 1, January 1983) her interest in promoting the diffusion of scientific knowledge, as well as the development a study on the status of psychologist in the contemporary World, that would enhance a strong international network of professionals, and a fair position of professional women in it. She prolonged the process of internal organization of the society that had been initiated by her predecessor, Ed Fleischman, and that would be continued by her successor, Harry Triandis. They have had great responsibility in the notorious progress experienced by the association in the final days of the 20<sup>th</sup> century.

All along her career she has published a large number of books. Here we will mention the following ones: *Comportement social et caractéristiques individuelles* (1973), *Psychologie des Organisations*, (1974), *Auto-critique de la science* (1975); *Psychology and environment* (1982); *Vandalism: Behaviour and motivation* (1984); *La crise des motivations* (1984); *Évaluation du personnel*, (1990); *Gestion des compétences* (2000). She also published many articles and chapters in collective books.

She played a significant role in the establishment of the European Network of Work and Organizational Psychology Professors in 1980 and in its development during its two first decades of existence. This network was instrumental in consolidating cooperation in the discipline across Europe. She also played a role as an expert in several international organizations such as UNESCO, OMS and the OCDE.

During her life she received many distinguished awards and recognitions like the *Légion d'honneur* awarded by the French government. The university of Surrey honoured her as Doctor *Honoris Causa*. Her memory and the fruits of her seminal contributions to Applied Psychology will remain among us and deserve to be acknowledged as a great contribution to our discipline. Her strong defence of a scientific outlook in all psychological interventions is a still firm and valid lesson for psychologists everywhere.

Helio Carpintero. Past-President Division 18  
José M. Peiró. Past-President of IAAP