

European Network of Organizational and Work Psychologists (ENOP) Review 1998-2001 & Prospective 2002-2005

I. Aims and Structure of ENOP

ENOP was created in 1980 out of an acute awareness that the progress of European integration posed novel challenges both for scientific inquiry as well as professional practice which called for renewed efforts in information exchange, scientific cooperation and concerted European action of all social sciences, including Work and Organizational Psychology (W/O Psychology). The aims of ENOP are to furnish specialists of W/O Psychology – teachers, researchers and practitioners – with a European framework for cooperation in order to meet emerging societal and professional challenges from European integration.

ENOP in 2000 consisted of 37 professors in W/O Psychology from 25 East and West European countries (see Appendix A). Membership is linked to a university chair or similar academic position in W/O Psychology, personal commitment, and active involvement in ENOP programs. As this report shows, the wide range of ENOP activities reaches far beyond the formal membership.

Program activities are decided by an annual "business meeting" of all members. An elected seven member Coordinating Committee (CoCo - tenure: two years, see Appendix B) meets twice a year to ensure the implementation of program decisions. No formal charter or bylaws nor representational roles (president or similar functions) limit the collective responsibility of all members and the implementation and realization of program elements are decentralized, i.e. various members take on operational functions individually or in specific task forces depending on their interest and competence.

ENOP is facilitated by a small administrative support structure (scientific secretariat) and modest but critical program support in terms of seed money and support for participants from East European countries provided by the Maison des Sciences de l'Homme (MSH). Supplementary sources for program activities are sought from third parties (e.g. Volkswagen Foundation; Werner Reimers Foundation, Bad Homburg, Germany; Soros Foundation; Commission of the European Union; universities; individual contributions), thus, the MSH contribution during the reporting period has overall been limited to about 25% of the annual budget.

II. Review

II.1 Scientific Activities

II.1.1 Education

(1) Reference Model for a European Curriculum in W/O Psychology

During the 90ies ENOP developed a model of a university curriculum for the training of W/O psychologists in Europe. The work on the *Reference Model* began with surveys of the state of affairs concerning teaching of W/O Psychology in European countries. Further, the development of a conceptual framework was to facilitate the comparison of curricula in different countries, their overlaps or specifics. Consultation with experts at the occasion of international congresses and with interest groups in the various European countries then led, in 1998, to the present final form of the Reference Model with minimal teaching standards (cf. Appendix D). The Model has been widely distributed and discussed in national and international conferences and lends itself to various uses: Curriculum design and evaluation, assessment of exchange students (via the proposed implementation of the European Credit Transfer System - ECTS), accreditation of W/O psychologists, definition of departmental staffing needs, promotion of W/O psychology. The Reference Model is ultimately to assist in facilitating and promoting university student and teaching staff mobility among European universities (see Appendix D, ref. 1).

(2) European Summer Schools

Following the first ENOP European postgraduate Summer Schools on "New Technologies and Work Psychology" (Berlin 1989, Tilburg 1992) ENOP organized a third three week Summer School in Budapest 1997. The aim of ENOP Summer Schools (each with 20 – 25 participants) is to contribute towards the development of a genuine European doctoral training scheme in W/O Psychology and to assist in the build-up of European networks of young W/O psychologists. The Budapest Summer School was extremely successful in its networking objectives: the participants themselves, but with assistance of ENOP members, organized three post-Summer School sessions, 1998 in Dubrovnik, 1999 in Berlin, and 2000 in Valencia to discuss progress in doctoral research and professional issues. These "spin-off-networks" prove to be of considerable value in helping the alumni's promotion of academic and professional careers.

(3) Postgraduate internet courses

A subgroup of ENOP members from 6 countries has since 1999 been working on the development of a Ph.D. curriculum to be taught via the internet. Starting from the Reference Model the intended outcome is to enable graduates to use distant learning opportunities in W/O Psychology. This initiative is being pursued with great vigor in view of the fact that it has a European model character.

II.1.2 Annual ENOP Symposia

Annual scientific symposia (see Appendix C) have been carried out since the founding of ENOP. They serve as occasions to scrutinize emerging needs in European W/O Psychology and to develop first answers for them. The topics of the symposia during the reporting period are indicative of the thrust ENOP has been pursuing: 1998 “Work and Organizational Cyberpsychology”, 1999 “Doing Research with Policy Implications: Bridging Organizational Psychology and Policy Research”, 2000 “Knowledge Management”, 2001 “Work and Life Balance”. A double strategy is pursued in the annual symposia to invite contributions from ENOP members competent on the topic as well as asking outside experts to bring additional experience and to stimulate discussions.

II.1.3 Thematic Workshops and International Conferences

Up to 1998 ENOP had conducted altogether 41 thematic workshops. The workshops always deal with work and organization related issues on the frontline of research and methodology. They address researchers from all disciplines and always strive to publish the results in edited volumes or special issues of learned journals (see Appendix D). Thus they reach out far beyond the ENOP members. This tradition was continued during the reporting period.

One ENOP workshop series is conducted under the theme of “New Technologies and Work – NeTWork” and is jointly supported by the MSH and the Werner Reimers Foundation (Bad Homburg, Germany, the site of all workshops in this series). Participation in these annual workshops, which in recent years has mainly covered safety problems in high hazard organizations, is always international and interdisciplinary. The workshops of NeTWork in the years 1998-2001 (# 17-19) brought the total number of participants to more than 200 from 21 countries. The topics were 1998: “Risk and Safety in Medicine”; 1999: “Achieving Successful Safety Interventions”; 2000: “Safety Regulation: the Challenge of New Technology and New Frontiers”; 2001: “Knowledge Sharing and Learning in Organization”.

A second ENOP workshop series addresses work and organizational psychological problems in hospitals and the health system. The 6th and 7th international interdisciplinary workshops in this series were held with the topics “Organizational Psychology and Health Care” (Gent, Belgium 1999, Stockholm, 2001) .

A separate workshop (Dubrovnik, 1998) was held under ENOP auspices with the topic of “Organizational Psychology and Transition Processes in Eastern and Central Europe” in which a large group of East and Central European social scientists participated.

In 2000 ENOP cooperated with the European Association of Work and Organizational Psychology in the organization of an international workshop on “Psychology and Democracy” in Vienna.

ENOP encourages its members to participate individually or with subgroups actively in a great variety of international conferences, to contribute with submissions for paper contributions and symposia. This goal was reached in a great variety of international congresses and meetings, e. g. at the occasion of the 24th International Congress of Applied Psychology (San Francisco, 1998), the Annual Convention of the American Psychological Association (San Francisco, 1998), the meeting of the American Society of Industrial and Organizational Psychology (San Francisco, 1998), the European Congress of Work and Organizational Psychology (Helsinki, 1999), the Workshop on Human Error (Liège, 1999), the 25th Conference of the International Association of Research in Economic Psychology (Vienna, 2000), the 2nd International Congress on Certification in Psychology (Oslo, 2000), the 27th International Congress of Psychology (Stockholm, 2000), the 7th and 8th European Congresses of Psychology (Rome, 1999; London, 2001).

II.1.4 Research

As in the past, ENOP supported through its members a large variety of international cooperative research projects. The themes pursued during the reporting period covered:

- Safety and reliability of nuclear power plants (Bulgaria, Hungary, Germany)
- Work Stress (Netherlands, Poland, Spain, UK)
- Work motivation and quality of work (Netherlands, Bulgaria, Tcheque Republic, Hungary)
- Informational work and interruptions (Netherlands, Russia)
- Human error in high hazard socio-technical systems (Germany, Denmark, Sweden, France)

A special emphasis is given by ENOP in cooperating with a research project funded by the Commission of the European Union under its SOCRATES program (1999-2001) on the development of a European Diploma in psychology. The project was initiated by the European Federation of Professional Psychologists Associations (EFPPA) and is carried out cooperatively by 14 research teams from 11 European countries. Its aims are to analyze opportunities and constraints to develop and introduce a European-wide recognized psychology diploma which would facilitate professional mobility of psychologists throughout the European Union. The groundwork done by ENOP in connection with the Reference Model has successfully been brought into this project.

II.2 Promotional Activities

II.2.1 Personnel exchange

ENOP has since its foundation played a pioneering role in initiating and fostering student and staff exchange on a European level, including exchanges East-West. This activity was continued under auspices of the ERASMUS/SOCRATES programs of the European Union for which ENOP served as an ideal platform to link members from various universities in such programs. Included in these exchanges were universities of Amsterdam, Gent, Nijmegen, Dublin, Tilburg, Louvain, Berlin, Madrid, Valencia, Bologna, Lisbon, Gran Canaria.

Under the framework of MSH's Programme Diderot ENOP facilitated a 6 month research visit to France and Germany to a young and promising Moscow based psychologist. Additional short term exchanges were arranged with the assistance of the German Academic Exchange Service between Budapest and Berlin.

II.2.2 East-West Cooperation

A special emphasis of activities is given by ENOP to foster cooperation among colleagues from East and Middle European and West European countries. A major effort concerned the successful completion of a library support program for 10 East and Middle European universities. Based on an iterative process among ENOP members of defining a set of 100 standard textbook and research publications such sets were compiled and with the support of the Volkswagen Foundation and the Swedish Work Life Fund given free of charge to universities or academies of sciences in Budapest, Moscow, Kiev, Bratislava, Zagreb, Sofia, Ljubljana, Katowice, Prague, Tallinn. As a by-product, the set of 100 volumes effectively constitutes an operational definition of the field of European W/O Psychology.

The MSH continues to make special efforts in supporting the participation of East and Middle European colleagues in ENOP activities by giving contributions to their travel expenses.

II.2.3 Assistance to National Programs

Based on a special mission of ENOP in 1996 to assist in the evaluation of French W/O Psychology research centers with the aim to constitute a French national network of research centers, this evaluation effort has come to fruition during the reporting period. The network functions well and pursues its activities vigorously.

In 1999 ENOP members participated in a special evaluation mission of Portuguese university psychological research programs.

II.3.4 Periodic publications and internet use

ENOP, with the assistance of the MSH-secretariat, publishes a bi-annual Newsletter of which 42 issues will have appeared by the end of 2001. It serves as a link among ENOP members and informs a broader public on important issues in European W/O Psychology. A special ENOP Report Series has been established to distribute results of ENOP activities. A special ENOP list on the internet facilitates easy communication among its members. The ENOP home page on the world wide web informs about the nature and programs of ENOP: <http://www.ucm.es/INFO/Psyap/enop>

II.4 Summary Evaluation

With limited material and administrative support from the MSH, ENOP has during the two decades of its existence played an important and strategic role within a crucial social science discipline in Europe. Its particular strength lies in its informality as a network which links more than 40 East and West European institutes of psychology in universities and national academies of sciences together. It provides the necessary platform to interact with the aim to improve the standards of teaching and research as well as professional practice in W/O Psychology and related social sciences. As the record during this reporting period demonstrates, the unquestionable national and international scientific standing of its highly committed members and the programs pursued are assets which allow ENOP to impact the European scene of W/O Psychology far beyond the confines of the members of the network and their discipline. The wide gamut of successful ENOP activities has only been possible by combining the motivation and creative initiative of its members with some modest support from various national and international sources.

III. ENOP: Perspectives 2001-2005

In entering the 21st century it becomes ever more evident that Europe will be confronted with further political challenges in its needs for expansion and integration. This may be considered the regional dynamic of Europe. Ongoing globalization processes will give these regional challenges an added world-wide dimension. Work and work organizations will have to take the brunt of these developments which enforce dramatic changes in the face of new demands to adjust and survive. This gives W/O Psychology a pivotal role in helping to master these emergent scenarios. In the European context ENOP is uniquely placed to contribute towards finding solutions based on its proven capacities and responding with new initiatives. The trajectories of ENOP-programs in the coming years will pursue three directions: using the strength of its network nature, responding to existing and emerging educational challenges, promoting interdisciplinary cooperation on significant social and scientific issues.

III.1 Maximizing the ENOP Network Potential

III.1.1 Staff and student exchange

In the interest of developing intercultural awareness and competence as well as in order to upgrade existing teaching techniques and quality standards, ENOP will continue and expand its exchange activities through the elaboration of already operating exchange networks under EU and existing MSH (Diderot) exchange programs.

III.1.2 Support to national programs

As in the past, ENOP stands ready to assist in evaluating university or national educational programs in W/O Psychology with the aim to improve their quality. This service may be particularly important for the development of W/O psychological university curricula in East and Middle European countries, but experience shows that such needs also emerge in West European universities to bring curricula up to an international standard based on discipline-internal criteria as well as internationally accepted quality standards. The high scholarly competence of its members will be an important asset in achieving this. ENOP is in the process of appointing a Standing Committee for Evaluation which will evaluate university curricula on the basis of a set of relevant terms of reference.

III.1.3 East-West integration

As, over the coming years, the European Union expands and includes more East and Middle European countries the need for improved mutual understanding and communication exchange increases also in all fields of science between East and West. ENOP will continue to give priority to Eastern colleagues and their specific needs. This will be done by carrying out joint research projects, seminars and workshops on topics relevant to future EU member countries.

III.2 Educational Activities

III.2.1 Curriculum development

The Reference Model for a European curriculum in W/O Psychology has for the time being reached its final developmental stage. It has been positively evaluated by various interest groups. An important task remains in

having the model implemented in as many European universities as possible. ENOP has no enforcing capacities. A way to increase implementation processes will be to add incentives through the development and improvement of didactics, teaching methods and teaching aids. It is planned that in coming years ENOP will establish working groups to develop particular model courses for specific subjects (training, personnel selection, organization development) with corresponding materials (video, cases, analytic instruments) as well as to develop an electronic list on teaching materials. Specific problems of didactics will be studied by way of a separate workshop.

III.2.2 Summer Schools

The series of ENOP summer schools will be continued with the aim of furthering doctoral training models in a European context. As in the past, the location of a summer school will be rotated among universities of ENOP members. The next summer school is scheduled for Paris in 2002. Like in previous summer schools ENOP's scientific standing committee for summer schools will assist the local organizers.

III.2.3 Internet teaching

The development of a distant teaching course in W/O Psychology will be continued in order to facilitate European-wide (or even world-wide) participation in most advanced knowledge transmission of university education. Some members of ENOP have already in-depth experience with requisite techniques and technologies.

III.2.4 European Psychology Diploma

Given the overriding importance of comparability of curricula and of improving staff and student mobility in Europe, the EU funded research on the development of a European Psychology Diploma will be continued with applications for a follow-up grant to develop strategies for implementation of the emerging proposals from the first research in EU member countries.

III.2.5 Continued education

The need for life span education are apparent in all European countries. ENOP will set up a special program, first to study existing W/O psychological training needs in member countries and, second, to develop proposals for the development, testing, and implementation of specific training modules for practitioners. From these activities will result educational programs which will be conducted via internet teaching in order to offer the requisite flexibility for professional users.

III.3 Promoting International Interdisciplinary Cooperation

Interdisciplinary cooperation under auspices of ENOP with the aim to answer significant scientific and societal challenges will be pursued through annual symposia, thematic workshops, and international cooperative research projects.

III.3.1 Annual symposia

The series of annual symposia will be continued. As in the past, topics will be chosen on the basis of their societal or scientific importance. Their treatment will be via contributions of competent ENOP members as well as via contribution of experts from other disciplines. The annual symposium 2001 will contain a special review session in which founding members of ENOP will evaluate the program in progress.

III.3.2 Thematic workshops

The two ENOP workshop series on "New Technologies and Work" (annual workshops) and on "W/O Psychology in Hospitals and the Health System" (workshops every other year) will be continued in their international, interdisciplinary format and the intention to ensure widest possible distribution of results through respective publications.

Additional thematic workshops will be carried out in line with topics suggested by the discussions at the annual symposia. ENOP will encourage such workshops.

III.3.3 International interdisciplinary research

The majority of ENOP projects have been, as a consequence of their problem focus, interdisciplinary. ENOP will continue to emphasize this character of joint research also in future projects. Many of the projects which were initiated in the last reporting period will be continued for some time in the future. Specific topics of new research will emerge as a consequence of deliberations in annual symposia and smaller working groups. These research projects will help to maintain and enhance the role of W/O psychology in cooperation with other human sciences. ENOP serves as an ideal platform to encourage and facilitate such cooperation.

Appendices

- A - ENOP members
- B - Coordinating Committee
- C - ENOP Symposia and Thematic Workshops
- D - Publications by ENOP members
- E – Financial Perspectives

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1998 : John Hurley (Dublin City University, Irlande), Tony Keenan (Herriot-Watt University, Edimbourg, G.B.), José M. Peiro (Universidad de Valencia, Espagne), Zofia Ratajczak (Université Slaski, Katowice, Pologne), Robert Roe (Tilburg Universiteit, Pays-Bas), Branimir Sverko (Université de Zagreb, Croatie), Bernhard Wilpert (Technische Universität Berlin, Allemagne).

1998-2000 : René Bouwen (Université catholique de Louvain), Anthony Keenan (Herriot Watt University, Edimbourg), Erich Kirchler (Universität Wien), Edvar Konrad (Filosofski Fakultet Ljubljana), Zofia Ratajczak (Université Slaski, Katowice), Robert Roe (Tilburg Universiteit), Bernhard Wilpert (Technische Universität Berlin).

2000-2001 : David Guest (Birkbeck College, Londres), Tony Keenan (Herriot-Watt University, Edimbourg, G.B.), Erich Kirchler (Universität Wien), Edvar Konrad (Filosofski Fakultet Ljubljana), Zofia Ratajczak (Université Slaski, Katowice), Bernhard Wilpert (Technische Universität Berlin).

General Secretary : Vincent Rogard (Université René Descartes, Paris).

Coordination : Anne Rocha Perazzo (EHESS).

Appendix C : ENOP Annual Symposia and Thematic Workshops, 1998-2000

- XVIIIth annual symposium, *Work and Organizational Cyberpsychology*, Paris, MSH, 26-28 march 1998.
- *New technology and Safety Medicine* , Werner Reimers Stiftung, Bad Homburg, 4-6 june 1998.
- *Organizational Psychology and Transition processes In Central and Eastern Europe* , Dubrovnik, 30 september-3 october 1998.
- XIXth annual symposium, *Doing Research with Policy Implications : Bridging Organizational Psychology and Policy Research*, Paris, 25-27 march 1999.
- *Safety Related Interventions in Organizations*, Werner Reimers Stiftung, Bad Homburg, 17-19 june 1999.
- VIth ENOP Conference *Organizational Psychology and Health Care*, Gent, 7-9 october 1999.
- XXth annual symposium, *Knowledge Management*, Paris, 23-25 march 2000.
- *Safety Regulation : The Challenge of New Technology and New Frontiers*, Werner Reimers Stiftung, Bad Homburg, 8-10 june 2000.
- *Psychology and Democracy* , Vienna, 11 November 2000.
- XXIst annual symposium, *Work-Life Balance*, Paris, 29-31 march 2001.

Appendix D: Publications by ENOP members

(Note : This list includes selected publications of ENOP members 1998-2000. The publications are linked to ENOP activities.)

1. ENOP (1998). *European Curriculum in W&O Psychology. Reference Model and Minimal Standards*. Paris: Maison des Sciences de l'Homme, ENOP document de travail, Nr. 3
2. Antalovits, M. (1999). Self-assessment and learning in nuclear power plant simulation training. In J. Misumi, B. Wilpert & R. Miller (Eds.). *Nuclear Safety: A human factors perspective* (pp. 243-256). London: Taylor & Francis
3. Büttner, T., Fahlbruch, B. & Wilpert, B. (1999). *Sicherheitskultur: Konzepte und Analysemethoden*. Heidelberg: Asanger
4. Coetsier, P. & G. Karnas et al. (1999) Approche psycho-organisationnelle du stress au travail. *Psychologie du Travail*.
5. De Wolff, C.J. & Hurley, J. (1998). The changing nature of work and organizational psychology. *The European Work and Organizational Psychologist*, 4(4) 343-355
6. Drenth, P.J.D., Thierry, H. & de Wolff, C.j. (1998). *Handbook of work and organizational psychology* (4 vols.). Hove: Psychology Press
7. Guest, D. (1998). Is the psychological contract worth taking seriously? *Journal of Organizational Behavior*, 19, 649-677
8. Guest, D. (1999). Human resource management: The workers verdict. *Human Resource Management Journal*, 9(3), 5-25
9. Heller, F.A. & Hurley, J. (1998). Leadership. *European Journal of Work and Organization Psychology (Spec. Issue)*, 6(4)
10. Heller, F.A., Pusic, E., Strauss, G. & Wilpert, B. (1999). *Organizational participation – myth and reality*. Oxford: Oxford University Press
11. Hurley, J. (1998). *Organization and scientific discovery*. Chichester: Wiley
12. Kirchler, E. & Schmidl, D. (2000). Schichtarbeit im Vergleich: Befindenunterschiede und Aufmerksamkeitsvariation während der 8-Stunden- versus 12-Stunden Schichtarbeit. *Zeitschrift für Arbeits- und Organisationspsychologie*, 44 (1), 2-18
13. Konrad, E. (2000). Implicit leadership theories in Eastern and Western Europe. *Social Science Information*, 39 (2), 335-347
14. Lundberg, U. & Johansson, G. (1999). Stress and health risks in repetitive work and supervisory monitoring work. In R. Backs & W. Boucsein (eds.). *Engineering psychophysiology: Issues and applications*. Hillsdale, NJ: Lawrence Erlbaum
15. Maslic, S.D. & Sverko, B. (2000) Croation workers in the period of transition: a five year follow-up of job-related attitudes. *Social Science Information*, 39(2)363-376
16. Misumi, J., B. Wilpert & R. Miller (eds., 1999). *Nuclear Safety – a human factors perspective*. London: Taylor & Francis
17. Nelson, A., Robertson, I.T., Walley, L. & Smith, M. (1999). Personality and work performance: some evidence from small and medium-sized firms. *The Occupational Psychologist*, 38, 28-36
18. Roe, R.A. (1999). Work performance. In C. Cooper & I.T. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*. Chichester: Wiley
19. Semmer, N. & Regennass, A. (1999). Situational assessment of safety culture. In J. Misumi, B. Wilpert & R. Miller (Eds.) *Nuclear Safety: A human factors perspective*. London: Taylor & Francis
20. Ten Horn, L., Sverko, B. & Zinovieva, I. (1999). *Organizational psychology and transition processes in Central and Eastern Europe*. Conference proceedings, Dubrovnik

APPENDIX E : FINANCIAL PERSPECTIVES

Budget for years 1998 – 1999 – 2000

	<i>Maison des Sciences de l'Homme</i>	<i>External funding</i>
<u>General meetings</u>	218.000	195.000
<u>Thematic workshops</u>	150.000	365.000
<u>East-West Cooperation</u>	28.000	260.000
<u>Education</u>	16.000	175.000
<u>Research</u>	nil	724.000
<u>Publications</u>	31.000	nil
<u>Total</u>	443.000 FF	1.719.000 FF

Provisional budget for year 2001

<u>General meetings</u>	96.000	90.000
<u>Thematic workshops</u>	65.000	200.000
<u>East-West Cooperation</u>	nil	25.000
<u>Education</u>	nil	55.000
<u>Research</u>	nil	325.000
<u>Publications</u>	15.000	nil
<u>Communication (web and PR)</u>	13.000	6.000
<u>Total</u>	189.000 FF	701.000 FF