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Editorial

On the jubilee of Takhir Yu. Bazarov

Conceptual and methodological gap between academic and practical organizational psychology have long been regarded as a matter of discussion. Although, many organizational psychologists act also as scientists and as practitioners, the relationship between these two dimensions of the field is still far from harmonious mutual respect.

Takhir Bazarov — is one of those domestic social and organizational psychologists, who combines career as a researcher, teacher and practitioner very well. He is a Doctor of Psychological Science, Professor of psychology at Lomonosov Moscow State University (MSU) and The Russian Presidential Academy of National Economy and Public Administration (RANEPA), Head of “Center for personnel technologies — XXI century”, science supervisor of The Institute of Practice Psychology at HSE, business consultant and trainer. Takhir Bazarov has an active teaching and research agenda, which includes many projects. He read different courses at the faculty of psychology (MSU): “Management Psychology”, “Social Psychology of Management”, “Psychology of Personnel Management”, “Psychology of Negotiation”, “Assessment Centers Methods and Methodology” and “Role repertoire of psychologist-negotiator”. Moreover, Takhir Bazarov is a great educator of highly qualified scientists — under his professional guidance have been produced 11 PhDs and two Doctors of Psychological Science.

Takhir Bazarov is also a great educational and methodological master. He has published over 100 scientific papers, including textbooks “Methodology of Assessment center of government employees”, “Personnel management in growing organization”, “Social and psychological methods and techniques of personnel management”, “HR management”, “Psychological dimension of changing organization”, “Practice of HRM”, “Psychology of HR management. Theory and Practice». In collaboration he has published educational and training manuals “Methods of effective adult learning”, “Psychological diagnostics and personnel management”, “Psychological aspects of personnel management in public sector”. Under his direction and scientific editorship several significant textbooks for universities have been published: «Personnel Management», “Human Recourse Management” and university textbook “Introduction to Social Psychology: a European perspective” (M. Hewstone, W. Stroebe).

The major scientific interests of prof. Bazarov are management and leadership psychology, organizational changes and development, personnel management during crisis period, trust in organizations, cooperative and competitive strategies of group activity, building of leadership teams, assessment and selection of management, socio-psychological training, business games, methodological support of adult education, psychology of negotiation. Takhir Bazarov is not only a talented scholar and a great teacher, but also a brilliant scientific administrator. Since 1994 Takhir Bazarov was executive director of the Russian Psychological Society (RPS) and from 2003 up to now he is the first vice president of RPS. Also, Takhir Bazarov is a member of editorial boards of e-journal “Organizational Psychology”, “MSU Vestnik. Psychology”, “Psychology. Journal of the Higher School of Economics” and “Russian psychological journal”.

As a business consultant and trainer T. Bazarov has conducted more than 70 consulting and research projects for several large Russian companies. He has conducted more than 300 training courses in companies such as “Ramsay”, “Citibank”, RAO «UES of Russia», «VimpelCom», «Factory of stars of Alla Pugacheva» and others. In 2005, Takhir Bazarov won the National psychological contest «Golden Psyche» in the nomination «Person of the Year in psychological practice», and in 2014 he became a winner of the National psychological contest «Golden Psyche» in the category «Project in psychological education» for the textbook «Psychology of Personnel Management».

Takhir Bazarov as an academic, educator, and a wonderful person is highly respected among his colleagues, students and trainees. On behalf of the editorial board we want to sincerely congratulate Takhir Bazarov on the jubilee, we wish him good health, prosperity, happiness, and new achievements on a professional way!

Sergey Lipatov, Deputy Editor-in-chief

Time for life: specific aspects of time management in shift workers' lives

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Abstract. The research aims at exploring the key aspects of time management in shift workers' lives. The results of empirical study, based on the data gained through in-depth interviews, semantic differential method and the locus of control scale, are provided. The total number of research participants is 147 including 107 shift workers and 40 non-shift workers. The findings reveal that shift workers own both a common concept of time which was acquired by them through the process of socialization and a specific concept of time acquired during shift work by interiorisation of time-related aspects of their specific professional way of life. Time management in shift workers' lives is based on social desynchronosis experience. Two types of social desynchronosis are described – inner and outer. The inner desynchronosis arises as a result of conflict between a common time concept owned by shift workers and their specific time concept; The outer desynchronosis is based on clash of shift workers' social rhythms and social rhythms of their significant others who work without shifts. Specific aspects of time management in shift workers' lives are as following: a shortened work-leisure cycle, predominance of short-term planning over long-term planning, preference for pastimes which are not linked to communicating with others. In order to cope with social desynchronosis, shift workers use mostly spontaneously situational approach characterized by responding to particular situations and acting according to circumstances. Shift workers also tend to demonstrate less internal locus of control compared to non-shift workers.

Keywords: shift workers, social desynchronosis, time management, professional image of world, professional way of life.

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Influence of the dominant labor interests on organizational behavior

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Abstract. *Purpose.* The purpose of this paper is to identify the types of labor interests of different categories of employees and its effect on organizational behavior. *Methods.* The paper uses analysis of scientific literature on the issue of interest; analysis of data obtained from the author's social and psychological surveys in organizations, interviews and focus groups of employees, monitoring of the organizational behavior. *Findings.* The conceptualization of the "interest" construct has been discussed, the differences between needs and interests, motives and interests, emotion and awareness of interests has been revealed, the modern definition of labor interests construct has been suggested. The new basis for classification and the typology of interest for current employees have been proposed to highlight the characteristics and types of interests. The role of "interests" construct in social psychology of work has been outlined. The social and psychological aspects of the conflict of interests of employees within the organization have been analyzed considering external factors involvement rights in different social groups. Thus, the basis for the structural typology of the modern employee's interests have been highlighted. It includes seven types of interests: economic, narrow professional, career (well-professional, labor), group, corporate, national, general civil (state). *Value of the results.* This study represents the relationship between conflicting interests of groups of employees and organizational performance. The suggested structural model of employee interests can be used to design research and define the basic phenomena. Also, the paper provides organizational practitioners with insights into the building sustainable, useful and socially significant labor interests. The paper shows the importance of considering the level of employee's involvement in the organizational activities in the assessment of organizational effectiveness.

Keywords: labor interests; work motivation; organization; labor behavior; the dominant interests of the workers.

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Social representations of informal leadership in organizations

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Abstract. *Purpose.* The main aim of the present study is to discover how the personal qualities and behaviors of informal leaders correspond to the social representations of their followers. *Methodology.* Methodology based on Social Representation Theory by S. Moscovici and general findings of American scholars regarding personality and behavior of the leaders in organization. *Findings.* The structure of social representations of leadership has been revealed, it includes the nucleus (an idea of the leader as a self-confident person) and the periphery, consisting of such qualities as activity, courage and resoluteness. Also gender differences and status differences in social representations about leadership have been found. The differences and similarities of social perceptions, attitudes and stereotypes have been analyzed. *Conclusions.* The results enrich theoretical understanding of scientific knowledge about social representations. As a result of the study both differences and similarities between social representations, attitudes and stereotypes were detected. Thus social representations, in comparison to attitudes, are more stable mental formations that are more deeply rooted in the collective unconscious. They accumulate energy in preparation for action, and provide for a community feelings of unity and solidarity. Social representations differ from stereotypes by diversity and depth of knowledge about the object. The similarities of the social representations and stereotypes are based on the phenomena of attribution. Both core and peripheral components of social representations of leadership in organization were brought to light. Based on the results of content-analysis, the majority of respondents evaluate self-confidence as the most important leadership quality. It is evidence that self-confidence is the core component of social representations about personal qualities of a leader in organization. *Value of the results.* It has been proven that leaders in organizations aim to comply with the expectations of their followers. Furthermore, managers and employees have similar social representations about leadership, but have different requirements of the leader.

Keywords: social representations, leadership, style of leadership, leader's roles, leader's functions.

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ORGANIZATIONAL PSYCHOLOGY

To the publication of the draft document “Standard for Personnel Testing”

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Abstract. The journal “Organizational Psychology” continues to publish Russian standards governing different professional activities in the field of applied and practical psychology.

Keywords: professional standards; Standard for Personnel testing.

Organizational Psychology continues a series of publications of Russian standards in the field of applied psychology. Following the “Russian Standard for Assessment Center” (see issue 2, 2013) and Professional Standard “Coach” (see issues 1 and 5, 2014) we present the “Standard for Personnel Testing” covering a list of requirements and criteria to assess quality of testing in organizational settings. This Standard is based on one of the basic principles of shared responsibility: the developer is responsible for the quality of the testing instrument and the test user is responsible for the quality of test administration. Feedback and reviews of this project will be published in subsequent journal issues.

“Interim Standard for Personnel Testing” was prepared by a group of authors, the core of which was formed in the course of work on the “Standard for Assessment Center”, created on the initiative of the Personnel Assessment Federation at NC HCD (National Confederation of Human Capital Development). These are A.K. Yerofeev, E.V. Lurie, S.I. Simonenko, Yu.D. Sinitsina, T.V. Khvatinina and A.G. Shmelyov. The team of authors was also joined by some well-known experts from the Expert Council of the Russian Psychological Society (Chairman of the Expert Council of RPS prof. T.Yu. Bazarov, Chairman of the Psychometrics Section of RPS prof. N.A. Baturin), as well as specialists from leading research and educational institutions (such as Moscow State University, St. Petersburg State University, Higher School of Economics, and South Ural State University) and commercial organizations alike — S.N. Kostromina, B.A. Kukarkin, O.V. Mitina, E.A. Orel, A.Yu. Popov, A.A. Potapkin and others. All in all, 50 experts were invited to take part in the development of the Standard, of which 34 people were able to participate (a full list is provided in the Acknowledgement section, see p.53). The work on the new document was overseen by the member of the Expert Council of RPS, professor of Moscow State University A.G. Shmelyov.

Work on the proposed document lasted for exactly one year — from January 2014 to January 2015. In this brief preface, it is important to note that online expert surveys played an important role in the preparation of this document; normally, from 10 to 25 experts from among a broader expert group took part in the surveys. In many ways, the work on the Standard was similar to the development of a test item bank for a new psychometric test (at the author and expert stages). The surveys were used to refine the structure of the document (namely, chapter and section headings), to choose the best definitions of key terms, lists of test features and test methods classes, etc. Each section of each chapter had to undergo a cross-vote procedure requiring participation of the authors of other chapters and to get at least 66% (a qualified majority) of “yes” votes in order to be accepted in the final version. In order to have their critical stance taken into account, each voter had to not only speak for or against the current version, but also to offer their version of a section.

In addition to online surveys, eight face-to-face meetings were conducted to discuss and remove contradictions. The following four companies provided for those meetings: Human Technologies, ECOPSY Consulting, EXECT Partners Group and Detech.

At the final stage, a small editorial group (A.G. Shmelyov, A.S. Naumenko, A.Yu. Popov and D.S. Portnova) tried to create a single coherent text, which has since then undergone two voting rounds with an expert group. All 23 experts who participated in the final vote, supported the current 1.3 version as a ready for publication in an “interim standard” status. This brief story of the document proposed is intended to help readers to respect the document as a product of a serious work of a large team of dedicated experts and stakeholders. This first edition of the Russian Standard for Personnel Testing is intended as a generally applicable, practice oriented methodological guidance. It lays the foundation for further development of more detailed and highly specialized standards and forms the basis for “Professional Standard for Personnel Assessment Professionals” along with other standards of assessment methods and procedures.

We would also like to inform our readers that from July 22, 2014, as part of a comprehensive programme of the Russian Government on the development of professional standards in 2014-2016, the Institute of Applied Psychology of HSE and ANO “Agency of strategic initiatives to promote new projects” have started the development of “Training and development specialist” professional standards. This document should define standards of the profession and formalize the activities of “internal” experts on training and development, as well as organizations that provide training and development services on a contract basis. An interim Standard prepared for a broad public debate is also planned for publication in our journal.



Russian Standard for Personnel Testing (Interim version, designed for a discussion)

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Absctact. In recent decades Russian companies have seen a widespread use of psychometric testing as part of personnel assessment procedures; however, until now there have been no single, universally accepted document containing the list of requirements and criteria for assessing the quality of testing. Russian standard for personnel testing was established in 2014—2015, on the initiative of the National Confederation of “Human Capital Development” and supported by the expert community. This standard is intended to clarify and popularize the Russian speaking space of one of the basic principles of shared responsibility: the test is responsible for the quality of the developer, and for the quality of the test — the user of techniques. This standard is developed in the period of information and computer revolution, which has led to the proliferation of new types of testing — especially remote online testing has become particularly relevant for large, geographically distributed companies. The standard is designed to solve this problem at the level common to all of the professional community of methodical, technological and ethical requirements for the testing procedures and regulations for the use of their results. In the development of the Russian standard takes into account the recommendations of national and international guidelines for the development and application of test methods. This first edition of the Russian standard for personnel testing — a generally applicable practice-oriented methodological guidance. It lays the foundation for further development of more detailed and highly specialized standards, and is the basis for “professional standards for personnel evaluator” along with the standards of other valuation methods and procedures.

Keywords: Russian standard for personnel testing; testing; online testing; test methods; psychological testing; evaluation of staff; psychometric tests; reliability; validity; professional selection; Tests of professional knowledge.

Chapter 1. Characteristics of the Russian Standard for Personnel Testing

1.1. Rationale for developing the Standard

In recent decades Russian companies have seen a widespread use of psychometric testing as part of personnel assessment procedures; however, until now there have been no single, universally accepted document containing the list of requirements and criteria for assessing the quality of testing. It is obvious that incorrect use of test methods leads to serious negative consequences both for test takers and for organizations using test results in making managerial decisions of various scale and significance. Realization of the potential of specific test methods depends on how well and appropriately they are being used; errors in the application invalidate the results even when quality methods are being used.

The Standard is designed to explain and promote one of the basic principles of shared responsibility: the developer is responsible for the quality of the testing instrument and the test user is responsible for the quality of test administration. This standard is being developed in the era of information and computer revolution, which has already led to the proliferation of new testing technologies, mainly, remote online testing becoming particularly relevant for large, geographically distributed companies. The natural emergence of terminology to describe new processes, procedures and types of testing (e.g., remote online testing) marks the urgent need for unification of the concepts used in order to improve mutual understanding between test developers and test users.

The Standard is designed to educate test users at the level of methodical, technological and ethical requirements for the testing procedures and regulations for the use of test results, common to all of the professional community.

1.2. Prototypes used

The Russian Standard took into account national and international guidelines for the development and use of test methods, such as:

- Interim Standard for Psychological Tests accepted in 2011 by the Psychometric Testing Section of the Russian Psychological Society (Baturin, Melnikova, 2012);
- International Test Commission. ITC Guidelines on Test Use (2013);
- British Psychological Society. Guidelines for the Development and Use of Computer-Based Assessments (2002);
- European Federation of Psychologists' Associations. EFPA Review model for the description and evaluation of psychological and educational tests — Test review form and notes for reviewers (2013);
- New Zealand Psychologists Board. Guidelines on the use of Psychometric Tests (2013);
- American Educational Research Association, American Psychological Association, National Council on Measurement in Education. Standards for educational and psychological testing (1999).
- Considered standards testify the experience and practice of test use gained in Europe, USA, Russia and other countries.

This first edition of the Russian Standard for Personnel Testing is a generally applicable, practice oriented methodological guidance. It lays the foundation for further development of more detailed and highly specialized standards and forms the basis for "Professional Standard for Personnel Assessment Professionals" along with other standards of assessment methods and procedures.

1.3. Status of the current Standard

The Standard is a scientifically sound document. The standard represents not a legal, but a professional, cultural and ethical norm, i.e. professional community is invited to accept the rules

and requirements of the Standard voluntarily. All provisions constitute guidelines for practitioners assessing candidates and employees within an organization or providing personnel assessment services to other organizations. The document contains recommendations which, if ignored, can lead to distortion or loss of quality of the test results obtained in organizations.

The first version of the Standard was developed in 2014—2015 by a special commission created within the Personnel Assessment Federation at NC HCD (National Confederation of Human Capital Development). The commission included both leading academic experts and representatives of business organizations, developing and distributing psychological tests and providing assessment services with the use of test technologies. Currently, the document is adopted as an intercorporate standard for all assessment providers that are members of the Personnel Assessment Federation. In the future, the document is expected to acquire national status.

1.4. Purpose and objectives of the Standard

Formation and prevalence of modern scientifically sound concepts of psychometric testing³⁴ and correct use of test results.

Regulation of test use activities.

Providing information about the rules increasing efficiency of psychometric testing.

Regulatory support of test use activities and professional arbitration³⁵.

Informational support of the quality assessment of psychometric tests.

Informational support for decision-makers considering using psychometric tests.

Promoting applied research validating the effectiveness of psychometric testing.

1.5. Target audience of the Standard

1.5.1. The Standard is addressed to those who:

- are test users;
- make decisions about the use of psychometric testing;
- advise and examine the development and application of psychometric tests;
- sell psychometric tests as a service, that is conduct projects based on testing;
- develop and sell psychometric tests as a product;
- research the effectiveness of psychometric tests;
- provide organizational and technical conditions for testing;
- sit psychometric tests.

1.5.2. The chapters of the document intentionally contain a number of repetitions, as the Standard addresses not only to a small group of expert psychometricians but also to other professionals who are not expected to read the entire text of the document. The repetitions allow referring to the individual chapters without having to read the entire Standard. For example, Chapter 8 is addressed not only to psychometricians, but also to IT specialists and it covers the issues discussed in Chapter 6 from a slightly different angle. Some paragraphs of Chapters 3 and 6 are also interrelated and contain repetitions.

In cases when test developers and local test administrators are essentially different groups of people test developers are advised to start with Chapter 3 and test administrators — with Chapter 6. Chapter 11 is addressed to the members of conflict commissions set to deal with possible complaints of test takers, and this chapter overlaps with Chapters 3, 5 and 6.

³⁴ Hereinafter, by default testing refers to candidates and employees. In other cases, special notes or comments are included.

³⁵ “Professional arbitration” is the settlement of disputes arising between test users (clients) and test developers, as well as between employees sitting tests and organizations that make decisions based on test results.

The repeats also facilitate the application of the Standard requirements at different stages of test delivery: when preparing testing programme it is enough to reread Chapter 3, when actually administering tests it is OK to read Chapter 6, when giving feedback — Chapter 10, etc. Most of the recommendations on reading order are summarized in Table 1.1.

Table 1.1 Reading recommendations for the Standard for Personnel Testing

Professional Groups	Recommended chapters
Test users	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Test administrators	3, 5, 6, 8
Supervisors	1, 2, 3, 4, 7, 9, 10, 11
Test developers	1, 2, 4, 5, 6, 7
Subject matter experts	2, 5, 10
Software developers	3, 6, 8, 9
IT specialists (system administrators, network administrators)	8
HR decision makers	9, 10, 11

1.6. Implementation of the Standard provisions: mandatory and desirable

Most of the provisions of the Standard should be seen as guidelines, that is as desirable but not mandatory professional standards. Exceptions are those which are directly dictated by the current Russian legislation. Following these guidelines improves the quality of testing procedures and obtained results, and ignoring them reduces the quality of testing down to a critically low level.

This standard does not imply that tests and testing activities could be deemed as either “suitable” or “unsuitable”. This standard is intended to help divide psychometric tests and testing activities into a higher number of qualitative categories: the more requirements of the Standard are implemented, the higher the quality of the test and relevant testing programme. Therefore, this Standard does not prohibit the use of tests of low quality, but it helps to rank tests by quality. To assess the quality of a test in question it is recommended to at least roughly estimate the percentage of test properties conforming to this Standard. If more than half of the properties does not comply with the Standard requirements it might be considered as a serious argument to discontinue the contract with the test provider.

When given a choice between several potential test providers, each of which complies with the majority (more than 50%) of the Standard requirements, in terms of quality the one who complies with the higher number of requirements (i.e. demonstrating more congruence with the Standard) should be preferred.



ORGANIZATIONAL PSYCHOLOGY

Decisions under time pressure: Gender differences in the leadership decision making under time pressure

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Abstract. *Purpose.* The paper seeks to investigate the impact of managers' gender on the characteristics of decision making process in the situation of time pressure. *Methods.* The analysis of literature revealed that the issue of decision-making by leaders in the situation of time pressure remains unexplored, although it is highly relevant to the current business reality. Moreover, the concepts of "sex" and "gender" are not differentiated in the most studies that affects on the results of such studies. Therefore, it was decided to explore the features of decision making process by leaders in situation of time pressure depending on their level of masculinity/femininity/androgyny. To assess leader's decisions the experimental method was employed and the specific case was designed. The sample included 84 managers from the different professional fields. *Findings.* The results demonstrated that in a situation of lack of time the leaders of different gender make decisions in different ways. It underlines the impossibility of a direct transfer of sex differences in the study of leaders from the perspective of social gender once again. Feminine leaders are less affected by situations of time pressure and make more complex solutions, while androgynous and masculine leaders make less complex solutions. *Research implications for practice.* The suggested methodological tools could be relevant to the training process of low-experienced managers in decision-making in non-standard situations, as well as evaluation of managers at all management levels.

Keywords: decision making; gender; managers; leader; time pressure.

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Crisis management solutions in HR in times of high business turbulence

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Abstract. International conference «Crisis management solutions in HR in times of high business turbulence» for executives and training and development managers held in Institute of Practical Psychology of National Research University Higher School of Economics (HSE, Russia) in cooperation with Vlerick Business School (Belgium) on April 8, 2015. Conference was in tune with XVI April International Academic Conference on Economic and Social Development (HSE). Urgent problems of Russian business were in the focus of discussion. The conference was interactive, allowing HR managers and training and development managers to find unique business solutions in a situation of instability and uncertainty. Major problems and possible perspectives were discussed. The main idea of the conference has been realized with the help of a comprehensive expert view on HR management in a difficult market situation.

Keywords: conference; crisis management solutions; Institute of Practical Psychology (HSE).



The 17th Conference of the European association of work and organizational psychology (EAWOP 2015): impressions of a participant

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Regular Meeting of the European Association of work and organizational psychology¹ at this time was held in Oslo. This year the conference is traditionally attended by about 1,500 people.

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¹ <http://www.eawop2015.org/>