

HAP



NUMBER 15 - June 2021

ISSN 2665-2846 (Online)

SUMMARY

A Note from the Editor

President's Corner

Section Kurt Danziger:

- **Psychology, positivism and society in Peru (1870-1900)**
- **Brief note on the Origin and Development of Industrial and Organizational Psychology**
- **Work and Organizational Psychology in Brazil: Excerpts of its history**

- **Obituary**
- **Events**

History of Work and Organizational Psychology at IAAP

This Newsletter is dedicated to the history of industrial and organizational psychology. This field, as mentioned by Richard Mababu (President Elect Division 18 IAAP), has a [prominent Division](#) in the International Association of Applied Psychology (IAAP).



Division 1 “Focuses on understanding, explaining and shaping attitudes and behaviour in organizational settings and identifying conditions that promote motivation, creativity, competency, teamwork, leadership, health and wellbeing, as well as the central role of human resources in strategic organizational planning”. Members of IAAP Division 1 (Organizational Psychology) address the United Nations Sustainable Development Goals, with a particular focus on the goals of reducing poverty, increasing well-being and gender equality, as well as supporting decent work and developing innovation (Barbara Kozusznik, President, IAAP Division 1).

With this in mind we want to highlight the importance of reflecting on the historical development of industrial and organizational psychology and how it reflects on theoretical, conceptual, methodological and instrumental contributions (Porrás-Velásquez, 2016).

The reader will find in this Newsletter two contributions that point in this direction. In the first one, Richard Mababu presents an overview of the origin and development of Industrial and Organizational Psychology, paying special attention to the influence of the World Wars in two different contexts (the United States and Europe). Jairo Eduardo Borges-Andrade presents the case of Work and Organizational Psychology in Brazil (Latin American continent).

References

- Porrás Velásquez, Néstor Raúl (2016). Aproximación histórica a la psicología del trabajo y de las organizaciones en Colombia. *Revista Interamericana de Psicología/Interamerican Journal of Psychology*, 50(3),317-329.

Julio César Ossa Ph. D.
Editor in chief

Dear colleague,



It is a pleasure to send you this issue of the Division 18 Newsletter (History of Applied Psychology) which is dedicated to the history of Industrial and organizational psychology. The contributions of psychology as a positive science to the work context, industry and organizations in general have been extensive and important since the beginning of the last century. Francis Galton, Frederick Taylor, James McKeen Cattell, Walter Dill Scott or Hugo Münsterberg are some of the precursors of industrial and organizational psychology. They are different authors from different countries who have contributed to the development of applied psychology to the business world.

The psychologists knew how to incorporate into the company the advances obtained in psychology in aspects such as the measurement of individual characteristics, individual differences in the performance of tasks, the impact of conditions on performance, etc. Their contributions generated the first psychotechnical ideas that contributed to the creation of the IAAP, which also has a prominent Division (Division 1) dedicated to the psychology of work. Psychology had made important advances in the study of individual differences and those differences were also relevant in the world of work. Authors who studied individual differences within the functionalist tradition set out on a path with clear implications for the world of work and industry.

Hugo Münsterberg (1863-1916) deserves recognition as the founder of psychology applied to the industrial world. His approach to industrial psychology responds to three objectives focused on the characteristics or mental qualities of people, in the conditions that guarantee the results of each person's work and in the best possible performance. Münsterberg organized the Psychology of Industrial Activity in two parts: the first is devoted to the study of the best possible worker and the second to the best possible job. It is about seeing the adequacy of man to machine but also of machine to man.

Industrial and organizational psychology as a scientific discipline and as a profession has received various names in different geographical and cultural areas. Currently in Europe the denomination of work and organizational psychology predominates and in the USA that of industrial and organizational psychology. Whatever the name, the truth is that applied psychology in the business world or in industry is increasingly relevant in all countries and continents.

In this Newsletter we have some relevant contributions. Professor Arturo Orbegoso presents the relationship between psychology, positivism and society in Peru during the period of 1870 and 1900. Professor Jairo Borges briefly exposes the psychology of work and organizations in Brazil. Richard Mababu dedicates a few lines on the history of industrial and organizational psychology.

Professor Helio Carpintero invites us to pay tribute to Professor Marc Richelle (1930-2021). Richelle has made several contributions in different fields of psychology. Marc Richelle has been an expert in numerous international committees on behavior analysis, brain and behavior, temporal perception in the animal, etc. He has organized and directed groups of an Erasmus network in psychology. He has left us an important legacy through his work and willing to make psychology a practical science.

We profit this opportunity to invite all of you to send us information and news related to the history of psychology in your country. You might also suggest new topics for the coming issues. Our newsletter tries to be our common work, and an important piece for our common memory.

Richard Mababu Ph. D
President Elect Division 18 IAAP

Psychology, positivism and society in Peru (1870-1900)



Arturo Orbegoso Galarza
Universidad Privada del Norte - Universidad César Vallejo (Perú)

In the early 1870s, in the Faculty of Letters of the University of San Marcos in Lima (Peru), the chair of Psychology and Logic went to Isaac Alzamora (1850-1930), an educator, lawyer and member of the Civil Party (*Anales Universitarios*, 1873; Basadre, 2005). But the liberal ideology of this political bloc was not reflected in its conception of psychology.

Alzamora's course is based on philosophical speculations about sensations, intelligence, memory and other faculties. In contrast to the positivist preaching ascendant in Lima's university, the paper does not refer to any empirical evidence for its assertions. The only method cited to support his theses is external and internal or subjective observation.

The phenomena of the soul are, lastly, subject to laws that govern them, in their birth, in their development, and in their end. These laws can be discovered by observation, and have a universal character; for, although each man can only see in his own consciousness, as they are all organized in the same way, the laws of each apply to the others.

From the foregoing considerations it is born, that the phenomena of the spirit may be the object of a science. That science is psychology (Alzamora, 1882: 7-8).

As he did before in his bachelor thesis, Alzamora (1869) fused scholasticism with rationalism (Carrera, 2019; Nación, 2012) to vindicate the soul:

The unity of the soul, which excludes the idea of material substance, and the identity of the soul, which excludes the idea of accident, are two facts, directly and fully demonstrated by consciousness, which manifests the whole soul to us in the most insignificant of its acts, without ever perceiving in it any distinction of parts, and which recognizes it always the same, through all its changes (Alzamora, 1882: 54).

And, in analyzing the nature of ideas, he gives space to associationism.

The association of ideas is a fact that is verified by the consciousness. The cause of the association of two ideas is the existence of some relation between them or between the states of the spirit that preceded their acquisition. The main relationships that serve as links to ideas are: time, place, cause and effect, principle and consequence, all and part, similarity and opposition (Alzamora, 1882: 31).

This ambiguous psychological stance of Alzamora was not uncommon at San Marcos. Other academics like him assumed it within a curriculum that included Metaphysics and Dogmas of Catholicism as subjects (*Anales Universitarios*, 1871). It should be added, to his credit, that at that time the experimental method in psychology was still developing in Europe, so this philosophical approach to psychological issues is understandable.

PEDRO LABARTHE AND PSYCHOPHYSICS

In September 1902, at the Faculty of Sciences of San Marcos, the educator Pedro Labarthe (1855-1905) presented his thesis in mathematical sciences entitled *Mathematics and Psychophysics* (Labarthe, 1903). The author's approach contrasts significantly with that of Isaac Alzamora, his classmate, in his *Course in Psychology* of 1882.

For Labarthe, psychology had overcome philosophical speculation and could, as an autonomous science, approach the study of subjectivity. He also considered mathematics to be the support required by psychological experimentation to gather empirical evidence.

One of the most important points of modern psychology is to find the equation between excitation and sensation. Indeed: if it is by sensations that the external world manifests itself to us, we must find out how an object is capable of being known by us; the laws that govern this knowledge, to see to what extent this sensation can reveal the influence of the object; how our being works in relation to the material world. In other words, we need general laws between the material world and the psychic world; the set of them and the methods of experimentation that prove them, constitute Psychophysical Science (Labarthe, 1903: 445).

Labarthe explicitly accepts as valid the application of the method of the natural sciences to the study of the human mind. Hence, he explains in detail the psychophysical formulas established by Weber, Fechner, Helmholtz and other researchers of the time (Labarthe, 1903).

The difference between the two conceptions of psychology is clear. Alzamora's is still weighed down by metaphysics; Labarthe's points definitely towards the objective. In the period between the two contributions, psychology established itself as an experimental discipline in Europe and the United States. At the same time, Peru also underwent transformations.

MODERNIZATION & RECONSTRUCTION FROM 1870 TO 1900

At the beginning of the 1870s, a generation of liberal politicians came to power, seeking to make better use of fiscal resources by making the state more efficient and modernizing society. Gathered in the Civil Party, they distanced themselves from the successive military governments. This sector emerges thanks to the profits from guano, which helps to empower it as a bourgeoisie of merchants and financiers who seek to impose free trade and a fluid labor market. It is also supported by professionals and some landowners (Contreras & Cueto, 2013).

Despite emerging as a plural front that brought together various social classes, this first civilianism governed besieged by struggles and factions, in addition to being gripped by a fiscal crisis and, later, by an international depression (Mc Evoy, 2017). Traditional sectors, led by latifundistas, objected to the administration's plutocratic origin and its modernizing impetus, which they branded as foreignizing (Cotler, 2016). Artisans and other national producers complain about the lack of protection of local manufactures (Gootenberg, 1998). The church, for its part, considers this government anticlerical and Freemason (Contreras & Cueto, 2013).

Two subjects focused the attention of this government: railroads and education (Klarén, 2012). In line with these plans, public instruction was reformed, a School of Engineers and a Faculty of Sciences were created, which, together with the Faculty of Medicine, were equipped with laboratories and libraries (Garfias, 2009). All this was lost with the military defeat and subsequent invasion during the War of the Pacific (1879-1883).

The tensions described above provide a broader picture and allow a better understanding of the position of San Marino teachers such as Alzamora before the war of 1879. This was a sector that preached modernity but, paradoxically, due to its social origin and conditioning, did not propose a radical break with the status quo. In the end, factions in the elite and a war interrupted this modernizing project, which, by the way, did not lead to any alteration of the social pyramid (Mc Evoy, 2017).

After the War of the Pacific, the debatable concession of native resources to international companies led to another period of public investment and modernization that was more intense than the previous one. Productive centers were established in several regions. The capital urbanized and multiplied its industries (Cotler, 2016).

This economic transformation did not bring about substantial social changes. As in 1870, large sectors of the population remained distanced from full citizenship. Large estates continued to dominate the peasantry. The new productive enclaves made use of old procedures to recruit and retain their labor force. And urban and rural popular sectors expressed their discontent in the form of strikes and rebellions (Cotler, 2016; Gootenberg, 1998).

On the other hand, since the end of the 19th century, scientism and experimentation regained strength in most of the faculties of the Universidad de San Marcos. For example, the Physics and Chemistry cabinets were renovated and brought especially from Europe. The same happened with the laboratories and equipment of the School of Medicine, which also improved and extended its facilities (Garfias, 2009).

It should not be forgotten, in this regard, that the economic elite monopolized political power and the various institutions, including the university. The currents of knowledge, as well as university chairs, were the patrimony of a minority (Garfias, 2009). This explains why the advance of science during this stage of change of centuries helped to point out social problems, but not to their effective resolution (Sobrevilla, 1980).

The latter is the context that surrounded Labarthe when he presented his study on psychophysics at the University of San Marcos, a work that denotes an advance in terms of the idea of psychology compared to that of Alzamora. It should be noted, however, that this evolved conception of psychology was possible thanks

to the favorable environment of the Faculty of Sciences, where this thesis was supported (Garfias, 2009). In the Faculty of Letters, on the other hand, positivism and experimentation were treated with skepticism (Sobrevilla, 1980).

A NATIVE AND PECULIAR POSITIVISM

Specialists point out that positivism seduced the leaders of the new South American republics during the first half of the 19th century. Important for its adoption as an ideology were its postulates of order and progress (Quintanilla, 2006). It was thought that the application of knowledge and science were the key to political and economic organization (Jiménez, 2008).

However, around 1850 it is possible to find San Marquín professors who subscribe to rationalism, empiricism and, at the same time, recognize the existence of the divine and the soul (Castro, 2009). For example, Sebastián Lorente (1813-1884), then head of the chair of Psychology, did not find incompatibility between science and metaphysics (Castro, 2009). Still in 1870, San Marquinos teachers adhered to Thomistic or scholastic philosophy, to a greater or lesser extent (Carrera, 2019), and therefore sought to explain faith through reason. Salazar (1967) adds that metaphysical points of view that a consistent positivist would have rejected remained in force.

This current was mediated by Spencerian evolutionism, which was not a full or categorical positivism (Sobrevilla, 1980). In short, by not distancing itself completely from metaphysics, since some of its postulates were officially supported and responded to a long tradition, its sympathizers could later move towards idealism or spiritualism (Córdova, 2012; Quintanilla, Escajadillo & Orozco, 2009).

Garfias (2009) emphasizes that before the war with Chile, positivism was a popular doctrine in Law and Medicine. Already during the postwar period, and until the second decade of the last century, it spread in the rest of San Marcos. But, unlike the Faculties of Science, Law and Medicine, something special happened in the Faculty of Letters after 1900. The objections to positivism, which had already been manifesting themselves, caused this doctrine to be finally displaced by spiritualism, which meant a definite return to metaphysics. Thus, the interest in objective psychology did not manifest itself completely and, at most, achieved a restricted scope, oscillating between the speculations of Alzamora's course and the psychophysical formulas of Labarthe's thesis.

References

Alzamora, I. (1869). *Objeto de la filosofía*. (Tesis de Bachiller en Letras inédita). Universidad Nacional Mayor de San Marcos. Lima, Perú.

Alzamora, I. (1882). *Resumen del curso de Sicología dictado en la Facultad de Letras*. Lima, Perú.

Anales Universitarios (1871). Publicados por el Dr. D. Juan Antonio Ribeyro, Rector de la Universidad San Marcos de Lima. Tomo V. Lima, Perú: Imprenta de Juan Infantas.

Anales Universitarios (1873). Publicados por el Dr. D. Juan Antonio Ribeyro, Rector de la Universidad San Marcos de Lima. Tomo VII. Lima, Perú: Imprenta de Francisco Solís.

Basadre, J. (2005). *Historia de la República*. (Tomo 17). Lima, Perú: El Comercio.

Carrera, J. (2019). *Sobre las controversias en la historia de la psicología en el Perú a partir del problema de la mente. La consolidación del dualismo psicofísico*. (Tesis de Magíster en Filosofía con mención en Epistemología). Universidad Nacional Mayor de San Marcos. Lima, Perú.

Castro, A. (2009). *La filosofía entre nosotros. Cinco siglos de filosofía entre nosotros*. Lima, Perú: Pontificia Universidad Católica del Perú.

Contreras, C. & Cueto, M. (2013). *Historia del Perú Contemporáneo*. Lima, Perú: - Pontificia Universidad Católica del Perú – Universidad del Pacífico.

Córdova, H. (2012). Los positivismos en la Facultad de Letras de la Universidad San Marcos (1869–1880). En Quiroz, R. (Editor y compilador) *Ciudadanías discursivas. La filosofía peruana en el siglo XIX* (pp. 65-74). Lima, Perú: Diálogo S.A.

Cotler, J. (2016). *Clases, estado y nación en el Perú*. Lima, Perú: Instituto de Estudios Peruanos.

Garfias, M. (2009). *La formación de la universidad moderna en el Perú. San Marcos (1850-1919)*. Tesis de Licenciado en Historia. Universidad Nacional Mayor de San Marcos. Lima, Perú.

Gootenberg, P. (1998). *Imaginar el desarrollo. Las ideas económicas en el Perú postcolonial*. Lima, Perú: Instituto de Estudios Peruanos – Banco Central de Reserva.

Jiménez, J. (julio-diciembre, 2008). Las ideas positivistas en la América Latina del siglo XIX. *Derecho y Humanidades*, 5, 91-102.

Klarén, P. (2012). *Nación y sociedad en la historia del Perú*. Lima, Perú: Instituto de Estudios Peruanos.

Labarthe, P. (1903). Las matemáticas y la psicofísica. *Anales de la Universidad San Marcos de Lima*. Publicados por su Rector el Dr. D. Francisco García Calderón. Tomo XXX. Lima, Perú: Imprenta Liberal, 443-493.

Mc Evoy, C. (2017). *La utopía republicana. Ideales y realidades en la formación de la cultura política peruana (1871-1919)*. Lima, Perú: Fondo Editorial Pontificia Universidad Católica del Perú.

Nación, M. (2012). Los antecedentes de la ontología positivista: la concepción de filosofía de Isaac Alzamora en el último tercio del siglo XIX. En Quiroz, R. (Editor y compilador) *Ciudadanías discursivas. La filosofía peruana en el siglo XIX* (pp. 37-52). Lima, Perú: Diálogo S.A.

Quintanilla, P. (2006). La recepción del positivismo en Latinoamérica. *Logos Latinoamericano*. 1(6), 65-76.

Quintanilla, P., Escajadillo, C. & Orozco, R. (2009). *Pensamiento y acción. La filosofía peruana a comienzos del siglo XX*. Lima, Perú: Instituto Riva Agüero - Pontificia Universidad Católica del Perú.

Salazar, A. (1967). *Historia de las ideas en el Perú contemporáneo*. (2 tomos). Lima, Perú: Francisco Moncloa Editores.

Sobrevilla, D. (1980). Las ideas en el Perú contemporáneo. En Varios Autores. *Historia del Perú* (115-414.). Tomo XI. Lima, Perú: Mejía Baca.

Brief note on the Origin and Development of Industrial and Organizational Psychology



Richard Mababu
Universidad a Distancia de Madrid (Spain)

Work and organizational psychology is also known as industrial psychology, occupational psychology, Industrial and organizational psychology or business psychology. It is a discipline of psychology that applies the principles of psychology in the organizational and work environment. The first application of psychology to business and industry was in the field of advertising and it has progressively spread its application in different fields of interaction and management of people in companies and organizations. The contributions of psychology as a science to the world of work, industry and organizations in general have had several sources during these last centuries.

The studies of individual differences initiated by Francis Galton (1822-1911) laid the foundation for the development of industrial psychology. We must also mention Frederick Taylor (1856-1915) who is also considered as one of the pioneers of Industrial and organizational psychology. In his book "Scientific Management" (1898) he exposes the importance of saving time and effort through the standardization and rationalization of work. His greatest contribution lies in showing that tasks can always be done better and that it is possible to describe a job by analyzing it in its minimal tasks. Despite the criticism that Taylorism received (ignorance of the principles of human behavior), its ideas influenced Scott and Munsterberg in some way. Galton's studies of personality and aptitude led to the creation of different measures of individual differences and the formulation of the first mental tests.

Other authors such as Alfred Binet and James Cattell followed Galton's lines of research. Alfred Binet's (1857-1911) studies of intelligence provided a methodological basis for investigating individual differences. For his part, James McKeen Cattell (1860-1944) contributed significantly to the development of mental tests as a strategy for the study and evaluation of individual differences.

Through psychological tests or mental tests, it was possible to measure the aptitudes and other characteristics of people and therefore, to use the results of these evaluations to select people for specific jobs

based on their abilities and personal profile. In any case, it seems that Hugo Münsterberg (1863-1916) deserves recognition as the founder of psychology applied to the industrial world. For him, industrial psychology has three main objectives, which are: (a) to determine in the first place the characteristics of those individuals whose mental qualities must be more apt for the work they must perform; (b) secondly study those conditions that guarantee the most complete and satisfactory result of everyone's work; (c) third to seek the best possible way for the state of mind to benefit the economic interest.

Hugo Münsterberg also insisted on the importance of mental tests for the selection of workers, the application of learning principles for staff training, the need to study fatigue and monotony from the psychological perspective and the analysis of the influence economic incentives and the social climate on the worker. In addition, he made significant contributions to the analysis of the fit between technological and psychological conditions, and to vocational guidance.

In addition to Münsterberg, we must also highlight the contribution of Walter Dill Scott (1869-1955) who published in 1908 his Psychology of advertising and was the first to offer an analysis of the motives of the workers, emphasizing the value of the non-financial incentives. He also insisted on the need to improve selection and supervision policies in the company to facilitate better worker performance.



Hugo Münsterberg (1863-1916)

THE CONTRIBUTION OF THE U.S. IN THE EARLY STAGES OF INDUSTRIAL PSYCHOLOGY

The First and Second World Wars contributed significantly to the advancement of the application of psychology. During these war periods, mental tests were widely used for the recruitment and selection of soldiers, officers or military personnel.

In the United States, the government enlisted the help of psychologists who were specialized in applying psychological knowledge to industrial problems. A commission was set up for the development of the Army alpha and Army beta tests that were applied to millions of soldiers. In 1917, the War Industries Board was created to regulate the industrial and personnel aspects of warfare. With the use of these psychological tests, the military could be determined and classified according to their aptitudes or abilities, knowledge, education, and experience and they were placed in the most suitable positions according to the recommendations of the psychologists. It is also worth mentioning the Elton Mayo Experiment in a manufacturing plant of the Western Electric Company (Chicago, USA) in 1924, which revealed the importance of social factors within the industrial situation.

During World War II, the work done by American psychologists (particularly in the fields of industrial and organizational psychology and clinical psychology) was important and achieved international notoriety. This allowed the American Psychological Association (APA) to organize itself better and, above all, to recognize the diversity in the interests of its psychologists, scientists and professionals. In 1946, the reorganization of the APA allowed the dissolution of the American Association for Applied Psychology (AAAP) and the integration of applied psychology.

After the Second World War, the publication of the results of the selection carried out during the war period served to improve the management of people in the industry. Applied psychology in the field of recruitment and selection, training, job classification, ... began to spread both in America and in Europe and the rest of the world. The psychology applied to the industry of the time began to give importance to issues such as work motivation (moral), individual differences in the performance of tasks, the importance of working conditions in performance, etc. Due to the success of psychology in the workplace, some psychologists formed their own practices, and many companies created a personnel department (with several psychologists working full time).

CONTRIBUTIONS IN THE DEVELOPMENT OF INDUSTRIAL PSYCHOLOGY FROM EUROPE

European countries such as Germany, France and England contributed significantly to the development of psychology as a science; and they also contributed to the popularization of industrial psychology. In Germany, the First World War also led to the development of industrial psychology. In 1916, the German army employed psychologists in the selection of military personnel and of train and tram conductors. As of 1922, in order to apply psychology in business, some large German companies already had psychology laboratories. In addition, there were already institutes of industrial psychology in large cities such as Berlin, Munich, Hamburg, Mannheim, Halle, etc.

In England, the development of industrial psychology also developed significantly in the context of the war when the British government created the Health Munition Workers Committee in 1917; and in it began the studies on fatigue from a multidisciplinary perspective. In this context, studies on fatigue were developed that highlighted the need to consider the human factor from a predominantly physiological perspective, but which Ch. S. Myers (1873-1946) soon expanded to psychological aspects. From this perspective, Myers' team insisted on the study of monotony, which is considered a subjective psychological condition whose appearance is related by objective conditions, although it also depends on the psychology of the individual and individual differences.

In addition, in 1924 his team published a study on rest breaks and others on repetitive work. They noted that the objective conditions of modern industry show a recent tendency to cause monotony. This is due to the greater subdivision of work and the greater amount of repetition work. The establishment of Industrial and organizational psychology as a subject of instruction at the London School of Economics accelerated the social acceptance of industrial psychology throughout the United Kingdom.

In Russia, the industrial and organizational psychology developed in an interdisciplinary context in which the psychologists worked in collaboration with physiologists, doctors, and engineers. Industrial psychology in Russia emphasized increased production; At the same time, the effects and prevention of fatigue, ergonomic design of machines, work breaks, worker motivation, effects of monetary incentives, etc. were investigated. In France, the work of J.M. Lahy who stood out with his work on the selection of motor vehicle operators, and on learning problems when typing, etc.

In Spain, the development of Industrial Psychology was developed according to the needs and demands of the reality of the Spanish labor market and industry. The creation of the Institute of Professional Guidance of Barcelona (in 1917) and the Institute of Applied Psychology and Psychotechnics of the University of Madrid in (1959) focused the impulse of Industrial and organizational psychology in that country.

In Switzerland, the development of industrial psychology received a great boost with the Foundation of the International Psychotechnics Association in Geneva which was renamed the International Association of Applied Psychology (IAAP) in 1955. The first Congress of this Association took place in Geneva between September 27 and 28, 1920. This first Congress as well as the successive ones were decisive for the development and spread of industrial and organizational psychology throughout the world. During that early period, the industrial psychology also developed, on a smaller scale, in other European countries such as Belgium, Sweden, Switzerland, Czechoslovakia, etc.

CONCLUSIONS

Currently, industrial psychology is implanted in almost all countries and continents both at the level of educational centers and in its application in companies. But, in its beginning its development was centered in Europe and the United States where there were different contributions that allowed its consolidation as an applied discipline of psychology. Given its importance in the world of work, industrial and organizational psychology continues to grow and adapt to the complexity of today's society based on knowledge and information.

The two wars (the First and the Second World War) had a determining influence on the development of industrial psychology. The first contributions for its development came from all countries, particularly from the United States of America and European countries such as England, Germany, Russia or Switzerland. In the current context of the information society, globalization and digital transformation, industrial and organizational psychology faces the challenges to provide appropriate responses to the needs and demands of people for an adequate social and economic balance.

References

- Ardila, R. (1968). orígenes de la Psicología Industrial. *Revista Colombiana de Psicología*, 13 (1-2), 123-133.
- Carpintero, H. (2020). The International Association of Applied Psychology in H. Carpintero, R. Ardila, and A.M. Jacó-Vilela (eds). *International Association of Applied Psychology: A Centennial History 1920–2020*, (p. 1-9), London: John Wiley & Sons.
- Hergenhahn, B. R. & Henley, T. (2021). *An Introduction to the History of Psychology*. Boston, Ma: Cengage Learning.
- Koppes, L. (2020). *Historical Perspectives in Industrial and Organizational Psychology*. London: Routledge.
- Munsterberg, H. (1913). *Psychology and Industrial Efficiency*. Boston: Houghton Mifflin.
- Scott, W. D. (1913). *The Psychology of Advertising*. Boston: Small, Maynard
- Scott, W. D. (1911). *Influencing Men in Business*. New York: Ronald Press.

Work and Organizational Psychology in Brazil: Excerpts of its history



Jairo Eduardo Borges-Andrade
University of Brasília (Brazil)

The early stages of Latin American (LA) Work and Organizational Psychology (WOP) are associated to the synchronically settlement of European experts in different countries (Borges-Andrade, Renteria & Toro, 2018). Brazil was one of them. In the late 1920s, Henri Piéron, a French psychologist, taught psychological assessment in Rio de Janeiro and São Paulo (Augras, 1965). In 1947, the Spanish-Cuban psychiatrist Emilio Mira y López became the head of the Institute for Selection and Career Guidance, in Rio de Janeiro, after living in Argentina from 1940 to 1944 and teaching courses in Brazil and other Southern Cone countries. He had a key role in disseminating and locally establishing the roots of applied Psychology. Several of his activities involved psychological assessment for personnel selection and training of workers (Jacó-Vilela, A. M. & Rodrigues, I. T., 2014). Other Europeans had similar roles in other LA countries.

These common beginnings faded away because of local professional legislation, organizational, political, and educational arrangements, contrasting support for research and further contacts abroad (Borges-Andrade et al., 2018). Moreover, those countries are not a homogeneous group. Their populations speak different languages and descend from diverse pre-Colombian cultures, European and Asian migrants and unequal proportions of slaves - kidnaped from dissimilar spots in Africa (Feitosa, Salas & Borges-Andrade, 2018). They promoted specific social and cultural environments for organizations and shaped how work is perceived and done in and outside these organizations. Those and these features differentiated WOP in LA countries.

Brazilian labor laws were established in 1943 and they consolidated human relations at work (Feitosa & Sim, 2020). "Work" was defined as one of the three fields of application of Psychology, when the profession was legally established in August of 1962. Undergraduate courses in Psychology had an early beginning in the late 1950s and they were regulated by another law four months after the profession.

Their number speeded up in the 1970s and in the 1990s, when they had been spread across the country (Bastos & Gondim, 2010). They usually linger for five years and require at least 500 hours of supervised internships. WOP content is a taught requisite in these courses. Those who finish - and intend to practice Psychology - are obliged to register in the system of Federal and State level boards. This system was created by law in 1971 and legislates and supervises psychologists in Brazil.

Three practice phases may be identified in Brazilian WOP (Borges-Andrade et al., 2018). *The first* one complied with the demand to use measurement instruments for selection processes. This demand expanded in a second phase and included personnel training, human resources planning, and health in the workplace. A third phase includes policy formulation. Mostly in academia and in its publications, three paradigmatic affiliations coexist and are a source of tension (Bendassolli, Borges-Andrade & Malvezzi, 2010). According to these authors, the first one derives from behaviorism, neo-behaviorism, and socio-cognitivism. *The second* one is associated to socio-historical, post-structuralist and institutional approaches. *The third* one includes ergology, work psychodynamics and clinical sociology. They are probably a consequence of the diversity of partnerships of Brazilian professors with research networks in the USA, West Europe, and other Latin-American countries, since the 1960s. One or more of these paradigmatic affiliations are noticeable in the undergraduate courses and they may influence professional practice.

Graduate courses in Psychology began in the mid-1960s, but there was no emphasis on WOP until the 1990s. Therefore, professionals frequently entered Master and Doctoral courses in Management, Education and Social Sciences and chose WOP topics for their thesis or dissertations. At the turn of the century, a diagnosis of those graduate courses, made by a government agency, identified WOP as one of the gaps that should be reduced (Borges-Andrade et al., 2018). In

the first decade of the current century, the presence of that emphasis reached 20% of the Master and Doctoral courses in Psychology in almost all regions of Brazil (Gondim, Borges-Andrade & Bastos, 2010).

In 1989, the National Association of Research and Graduate Programs (ANPEPP) established nationwide working groups focused on a diversity of Psychology topics. Their members are professors and doctoral students from those graduate courses and a few from abroad. They meet in a regular basis, every two years, and produce reports. The reports written by working groups with WOP topics were analyzed by Borges-Andrade et al. (2018). According to these authors, when those working groups were enacted, there were no national WOP scientific events and their members participated in Psychology and Management scientific events. Handbooks to teach WOP for undergraduate students were translated. Articles reporting research studies made with Brazilian workers were scarce, mostly as outputs of Management, Education, and Social Sciences graduate programs.

In the 1990s, a plan to organize the first Brazilian handbook on WOP was designed by one of those working groups. The objective was to organize the knowledge produced from those articles and to articulate it with the existent international knowledge. This plan also proposed a strategy to recruit undergraduate students to participate in WOP research and to develop case studies for use in classrooms. It also posited the need to support, at the undergraduate courses, the creation of WOP “junior enterprises”, a French movement which was expanding in Brazil (Borges-Andrade et al., 2018).

In the next decade, the number of WOP working groups - under the ANPEPP umbrella – triplicated, noted Borges-Andrade et al (2018). The first edition of that outlined handbook was published, and it became a best seller among students and professionals who were studying to pass selection procedures for WOP jobs. A second edition followed ten years later, as well as other handbooks to support teaching and supervised internships at the undergraduate courses. Those working groups systematized the discussion of methodological challenges, in published articles. They also promoted the foundation of the Brazilian Association of Organizational and Work Psychology (SBPOT), in 2001. The Brazilian Conference of Organizational and Work Psychology started its biennial meetings in 2004 and they became the most important SBPOT activity. A scientific journal focused on WOP was created in 2001 and it “... has already reached a good position among the best qualified in the Brazilian Psychology.” (Borges-Andrade et al., 2018, pg. 141). Fifteen years later, another journal started with a specific focus on critical and clinical approaches to study work. Both journals were conceived within those WOP working groups.

These ANPEPP working groups “had a direct impact on the production and dissemination of knowledge and technologies, and an indirect impact on undergraduate and graduate education and on professional activity in Brazil”, highlighted Borges-Andrade et al. (2018, pg. 140). These authors depicted a similar experience in Colombia, with the ASCOFAPSI network of psychology researchers. The ANPEPP WOP working groups were studied by Neiva and Corradi (2011). These authors described these groups and studied them as networks. Their members exchanged contents in scientific meetings, invited each other to collaborate in advisement and evaluation of graduate students, shared authorships in publications, technically visited each other and participated in joint courses and extension activities. One third of them were receiving grants to finance their research projects. They had more intra-group connectivity and a higher percentage of participants from abroad, when these authors compared them to other ANPEPP working groups.

Scientific articles tripled from 1999 to 2002 and the growth trend continued, found Borges-Andrade and Pagotto (2010). This production was organized in three niches, by Gondim et al. (2010). The first one included the topics of quality of life, work clinic and psychosocial approaches and adopted the criticism of working conditions. The second niche studied topics of “micro” and “meso” organizational behavior and the third niche focused on evaluation technologies and management of training and performance. Research in the second and third niche - when done by psychologists - tended to emphasize the development or validation of measures and correlational designs. It was descriptive, when done by authors who came from Management courses. Gondim et al (2010) also revealed and discussed the growth of review studies of published scientific articles and an intense production of books that organized reports of empirical research.

References

- Augras, M. (1965). In Memoriam: Henri Piéron (1881-1964). *Arquivos Brasileiros de Psicotécnica*, 17(2):123-124. <http://bibliotecadigital.fgv.br/ojs/index.php/abpt/article/view/15084/13976>
- Bastos, A. V. B & Gondim S. M. G. (2010). *O trabalho do psicólogo no Brasil*. Porto Alegre: Artmed (501 pages). <http://nacionalarte.com.br/psc/wp-content/uploads/2017/04/BASTOS-A.-V.-B.-GONDIN-S.-M.-G.-O-trabalho-do-psico%CC%81logo-no-Brasil.pdf>
- Bendassolli, P. F., Borges-Andrade, J. E., & Malvezzi, S. (2010). Paradigmas, eixos temáticos e tensões na PTO no Brasil. *Estudos de Psicologia (Natal)*, 15(3), 281–289. <http://dx.doi.org/10.1590/S1413-294X2010000300008>
- Borges-Andrade, J. E. & Pagotto, C. P. (2010). O estado da arte da pesquisa brasileira em Psicologia do Trabalho e Organizacional. *Psicologia: Teoria e Pesquisa*, 26(spe), 37-50. <https://doi.org/10.1590/S0102-37722010000500004>
- Borges-Andrade, J. E., Renteria-Pérez, E., & Toro, J. P. (2018). Organizational/work psychology in Latin

- America. In R. Ardila (Ed.), *Psychology in Latin America* (pp.105-158). New York: Springer.
<http://doi.org/cxnb>
- Feitosa, J. & Sim, J. (2020). I-O Psychology around the world: a snapshot of historical roots. In L. Koppes Bryan (Ed.), *Historical Perspectives in Industrial and Organizational Psychology* (2nd ed.) (pp. 62-82). London, England: Routledge.
<https://doi.org/10.4324/9780429052644>
- Feitosa, J., Salas, E., & Borges-Andrade, J. E. (2018). Industrial, Work and Organizational Psychology in Latin America. In D. S. Ones, N. Anderson, H. K. Sinangil, & C. Viswesvaran (Eds.), *The SAGE Handbook of Industrial, Work and Organizational Psychology* (pp. 149-157). London, England: SAGE Publications. <http://dx.doi.org/10.4135/9781473914964.n8>
- Gondim, S. M. G., Borges-Andrade, J. E., & Bastos, A. V. B. (2010). Psicologia do trabalho e das organizações: produção científica e desafios metodológicos. *Psicologia em Pesquisa*, 4(2): 84–99.
<http://pepsic.bvsalud.org/pdf/psipesq/v4n2/v4n2a02.pdf>
- Jacó-Vilela, A. M. & Rodrigues, I. T. (2014). Emilio Mira y López: uma ciência para além da academia. *Arquivos Brasileiros de Psicologia*; Rio de Janeiro, 66 (3): 148-159. <http://pepsic.bvsalud.org/pdf/abp/v66n3/12.pdf>
- Neiva, E. R. & Corradi, A. A. (2010). A psicologia organizacional e do trabalho no Brasil: uma análise a partir das redes sociais de pesquisadores da pós-graduação. *Revista Psicologia Organizações e Trabalho*, 10(2), 67-84.
<http://pepsic.bvsalud.org/pdf/rpot/v10n2/v10n2a06.pdf>

MARC RICHELLE (1930-2021)



By Helio Carpintero, Ph. D

An Spanish version appeared at "INFOCOP" (15-01-2021 ; Madrid, Spain)

In his native Belgium, between Namur and Liège, in a small and placid place, Professor Marc Richelle, one of the great European psychologists of the second half of the past century, a friend and connoisseur of Iberoamerican psychology, passed away on January 6.

I met him at the end of the 80s of the last century, at a meeting of deans of Faculties of psychology from various European countries that he organized in Luxembourg, and we revalidated the friendship when he made the singular decision to take advantage of a sabbatical year in his chair at the University of Liège, to get to know Spanish psychologists up close, whose spectacular growth at that time had surprised and interested him. He was mainly in Madrid, traveled to psychology faculties in other places, spent time in Granada, with a group of young professors who had met there, and was even in the 2nd Congress of Psychology that the Spanish Official College of Psychologists, organized in Valencia, in 1990.

Richelle, born in 1930 in a small Belgian provincial town, a kind and generous person, has fulfilled an amazing intellectual project, which allowed him to have a broad and personal vision of the world in which she lived. He had graduated, first, in Romance literature, but then, influenced by a philosopher with multiple interests, Professor Jean Paulus, he decided to dedicate himself to psychology, and was able to do so in Geneva, studying with Jean Piaget and André Rey.

During those university years, he worked on acculturation issues of children of Jewish origin who aspired to move to Israel from Morocco, and thus he had his first experience of the non-European world and its problem. Later, he worked in a pilot rural center in Katanga, in the Congo, studying the migratory problems of peasants who emigrated from the countryside to the capital. And from there, thanks to a timely scholarship, he went on to study at Harvard with B.F. Skinner, thus completing his vision of two of the great peaks of psychological world of that moment

Without finishing that stay, he was invited to be one of the first professors in the newly created degree in psychology at the University of Liège. There he began his courses in psychology, and he also created the chair and laboratory of experimental psychology, in which he combined a behavioral methodology with the study of some selected topics that ranged from psychopharmacology to the perception of time. His center has undoubtedly been one of the most outstanding in Europe, if not the most, dedicated to the study of conditioning and learning, animal and human, at the level of what was done in the United States in those same years.

This has allowed him to be a unique pioneer in the task of integrating the two most important contemporary psychological schools in which he had been trained: behaviorism and cognitive psychology.

Instead of keeping the two at odds, he was able to bring together many of his complementary findings in a vision that integrates the complex processes of learning systems with those that make knowledge, consciousness and language characteristic features of human mind. There he created a group of researchers, some of whom, like Prof. Xavier Seron, or Françoise Parot, are today distinguished figures in French-language research.

To his credit, he also has the edition of very important manuals, such as the M. Richelle and R. Droz, *Manuel de psychologie*, (Mardaga, 1976) or the M. Richelle, J. Requin and M. Robert, *Traité de psychologie expérimentale* (PUF, 2 vols. 1994), and studies such as B. F. Skinner: a reappraisal, (1993), *The acquisition of language* (1975), or *Du Nouveau sur l'esprit* (1993), among others; he also published numerous works in magazines and collective books, and an interesting reflection on the meaning of the psychological profession, in his little book *Psychologists, for what?* (1973). And one cannot forget the work he has done directing and advising the Pierre Mardaga publishing house in the publishing of books on psychology and human sciences, enriching

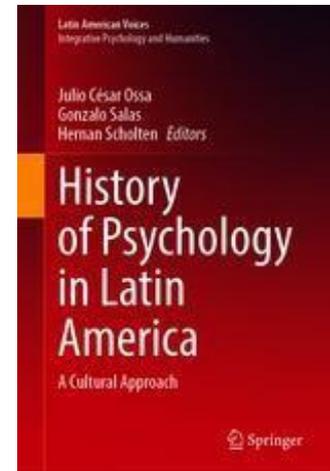
psychological literature in the French language.

Richelle has been an expert in numerous international committees on behavior analysis, brain and behavior, temporal perception in the animal. He has organized and directed groups of an Erasmus network in psychology, and has been awarded with prizes, such as the Quinquennial Solvay Prize (in Belgium, 1990), or the doctorates *Honoris Causa* of Lille, Coimbra, Geneva, Lisbon or Lérida. He was a member of the Royal Academy of Belgium, and a corresponding member of the Lisbon Academy of Sciences, and of the Royal Academy of Moral and Political Sciences of Spain. He was also the first president of the Compostela Group of Universities, which brings together numerous institutions in Europe and America.

Now, quietly, since his retirement, he is gone. There remains his work, his disciples, and his will to make psychology an integral, social and historical science of man.

History of Psychology in Latin America A Cultural Approach

Ossa, Julio César, Salas, Gonzalo, Scholten, Hernan (Eds.)



By Dalbert Marín

The book “[History of Psychology in Latin America, A Cultural Approach](#)” is part of Springer's Latin American Voices series. Under the direction of Giuseppina Marsico, this series aims to be a solid discussion forum for researchers working in Latin America. “Latin American Voices – Integrative Psychology and Humanities intends to fill this gap by offering an international forum of scholarly interchanges that deal with psychological and socio-cultural processes from a cultural psychological perspective”.

This book presents a cultural history of psychology that analyzes the diverse contexts in which psychological knowledge and practices have developed in Latin America. The book aims to contribute to the growing effort to develop a theoretical knowledge that complements the biographical perspective centered on the great figures, with a polycentric history that emphasizes the different cultural, social, economic and political phenomena that accompanied the emergence of psychology.

The different chapters of this volume show the production of historians of psychology in Latin America who are part of the Ibero-American Network of Researchers in History of Psychology (RIPeHP, in the Portuguese acronym for "Rede Iberoamericana de Pesquisadores em História da Psicologia"). They present a significant sample of the research carried out in a field that has experienced a strong development in the region in the last decades.

The volume is divided into two parts. The first presents comparative chapters that address cross-cutting issues in the different countries of the region. The second part analyzes particular aspects of the development of psychology in seven countries: Argentina, Brazil, Chile, Colombia, Mexico, Paraguay and Peru. Throughout these chapters you will find the history of how psychology made its way through dictatorial governments, political violence, internal armed conflicts, among other social and cultural phenomena of the region.

38th INTERAMERICAN CONGRESS OF PSYCHOLOGY

This year the Interamerican Psychological Society celebrates 70 years of foundation.
It will be held virtually in the month of July 25-28, 2021.

More information: <https://38cip.sipsych.org/>



We invite you to submit your paper for evaluation, register and participate in this great event.

32nd INTERNATIONAL CONGRESS OF PSYCHOLOGY (ICP)

This year ICP 2020 Rescheduled to 18-23 July 2021!

More information: <https://www.icp2020.com/>



Third Workshop on Scientific Archives

The Third Workshop on Scientific Archives will take place 22-24 June 2021, over Zoom. The Workshop is hosted by European XFEL, Germany, and is organized by the Committee on the Archives of Science and Technology, of the Section on University and Research Institution Archives of the International Council on Archives (ICA-SUV).

Draft programmed and more information: <http://www.embl.org/archive/workshop>

Registration is free! <https://indico.desy.de/e/scientificarchives>

Please feel free to forward and share with others who may be interested!



International Conference on History of Science and Technology

October 25-26, 2021 in Istanbul, Turkey

International Conference on History of Science and Technology is the premier interdisciplinary forum for the presentation of new advances and research results in the fields of History of Science and Technology. The conference will bring together leading academic scientists, researchers and scholars in the domain of interest from around the world.

More information:

<https://waset.org/history-of-science-and-technology-conference-in-october-2021-in-istanbul>

VII Colloquium Stories and Testimonies of the Psi Knowledge in Latin America (Virtual)

September 4, 11, 18 and 25, 2021

The organizing committee of this event, which this year will be held virtually on Saturdays in September, invites colleagues from Latin America to submit their proposals for papers by June 30, in accordance with the criteria that can be reviewed in the attached document.

More information:

<https://ripehp.com/2021/03/19/convocatoria-abierta-vii-coloquio-historias-y-testimonios-de-los-saberes-psi-en-america-latina/>

Academic & National Library Catalogue

<http://copac.ac.uk/>

Division of History of Science and Technology of the Union of History & Philosophy of Science

<https://sites.google.com/a/dhstweb.org/>

World Digital Library

<http://www.wdl.org/en/>

Psychological Online Documents Classics - Universität Bonn

http://www.psychologie.uni-bonn.de/index.php?seite=online-documents/lit_oth.htm

International Association of Applied Psychology

<http://www.iaapsy.org/>

APA History and Archives

<http://www.apa.org/about/archives/index.aspx>

The National Archives. Records of the UK government from Domesday to the present

<http://www.nationalarchives.gov.uk/>

Psychology Museum at the School of Psychology at The University of Sydney

<http://www.psych.usyd.edu.au/museum>

The British Society for the History of Science

www.bshs.org.uk

Laboratório de Historia e Memória da Psicologia – Clio-Psyché

www.cliopsyche.uerj.br

Membership

To become a member,
simply follow the instructions at
IAAP official Website <http://www.iaapsy.org/>

Be aware that each member, with no further costs, is entitled to be a member of
4 divisions at the time.

Invite your colleagues and friends to JOIN DIVISION. 18 as a very interesting
'second choice', if it is not the first.

Editorial board

Ana Maria Jacó-Vilela Ph. D
President Division 18 IAAP
Universidade do Estado de Rio de Janeiro – UERJ (Brazil)

Richard Mababu Ph. D
President Elect Division 18 IAAP
Universidad a Distancia de Madrid (Spain)

Julio César Ossa Ph. D, Editor in chief
Fundación Universitaria de Popayán - FUP (Colombia)

Jean Nikola Cudina, Assistant Editor
Fundación Universitaria Católica Lumen Gentium (Colombia)