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Author

LOPEZ-YANEZ, Julián (ALTOPIEDI, Mariana)

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Abstract

Changes in higher education institutions characteristic of a knowledge society are strongly affecting academic life, scientists' working conditions and the social dynamics of scientific groups. In such situations, it is important to understand the different ways in which these groups are tackling the structural dilemmas posed by the changes affecting academic and scientific cultures. To this end, a research project on Andalusian acknowledged research groups was developed whose findings are discussed here. The project emphasised the importance of the groups' social dynamics, particularly their patterns of relationships, organizational culture, leadership configurations and social climate. The paper pays particular attention to the four cases studied in the second, qualitative, stage of the inquiry, whose disciplinary fields included ecology, fluids engineering, archaeology and neuropsychology. A conceptualisation of the main stages experienced by the groups in their evolutionary process is offered. Next, the main problems and dilemmas faced by the groups at each

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stage and the ways in which they confront them are depicted. In conclusion, some suggestions are provided as to how higher education institutions and administrations could successfully support the development of scientific research groups. (HRK / Abstract übernommen) Lopez--Yanez, Julian,
E-Mail: lopezya@us.es